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ABSTRACT

This document contains teacher's materials for seventh- and eighth-grade courses in exploratory homemaking in Louisiana. The seventh-grade course materials are on instructional units called orientation, assuming responsibility, care of the elderly, child care and development, clothing and textiles, consumer awareness, food and nutrition, home environment, personal development, and evaluation. The eighth-grade course materials are on instructional units called orientation; careers; child care and development; clothing and textiles; consumer education; food and nutrition; Future Homemakers of America; housing, home care, and safety; personal care and appearance; and personality development. The materials for each unit include an introduction, competencies, general and specific performance objectives, methodology, suggested interest approaches, a unit outline, a list of basic skills concepts taught in the unit, learning activities, a list of supplemental activities, a list of equipment and supplies, resources and references, and recommendations for evaluation and testing. An appendix contains guidelines for sex education in Louisiana. (CML)

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EXPLORATORY HOMEMAKING

1986
Office of Vocational Education
Bulletin 1776

CURRICULUM DEVELOPMENT

LOUISIANA DEPARTMENT OF EDUCATION

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THOMAS G. CLAUSEN, Ph.D.

State Superintendent

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NOTICE TO TEACHERS AND ADMINISTRATORS

This curriculum guide includes a unit that may be considered "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Since these curricular materials are guidelines and are not mandatory on local educational agencies, each local educational agency should convene the parental review committee as provided for in R. S. 17:281C. This committee should then review the unit indicated in the Table of Contents and determine whether or not the unit, in whole or in part, is to be taught in the local schools. The committee's recommendation should be forwarded to the local school board for final action.

It should be clearly understood that the unit that has been indicated as possible being within the definition of "sex education" does not have to be included in the course in order for the course to be of appropriate educational quality. A local educational agency may include or exclude all or parts of this unit without diminishing the quality of the course as a whole.

Guidelines for Instruction of Sex Education in Louisiana. Bulletin 1557, Louisiana State Department of Education, December, 1979, and Act 480 of the 1979 Regular Session of the Louisiana Legislature are included in the Appendix to assist local educational agencies in understanding, interpreting, and complying with Louisiana law regarding instruction in sex education.

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EXPLORATORY HOMEMAKING CURRICULUM GUIDE

BULLETIN 1776

PROJECT DIRECTOR

Dr. Judy G. Theriot

Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Nicholls State University

June 30, 1986

FOREWORD

The Exploratory Homemaking Curriculum Guide is an important addition to the vocational home economics education curriculum in Louisiana.

The guide was developed to provide an innovative instructional program, which is relevant to the needs of seventh and eighth grade students and introduces them to basic concepts in home economics.

The State Department of Education would like to express appreciation to Dr. Judy G. Theriot, associate professor of Vocational Home Economics Education at Nicholls State University, for serving as director for the curriculum development project, to the teachers who served as members of the writing team, and to others who participated in the development of the Exploratory Homemaking Curriculum Guide.

Thomas G. Clausen

THOMAS G. CLAUSEN, Ph.D.
STATE SUPERINTENDENT OF EDUCATION

ACKNOWLEDGEMENTS

The Exploratory Homemaking Curriculum Guide is the result of a two-year curriculum development project funded by the Office of Vocational Education in the Louisiana Department of Education. The efforts and support of many persons have made the guide a reality.

Appreciation is expressed to Dr. Judy G. Theriot, associate professor of Vocational Home Economics Education at Nicholls State University, for serving as project director. Dr. Theriot's expertise and her dedication to meeting the needs of students are evident throughout the guide. The contributions of Mrs. Kelly Lamunyon, who served as Dr. Theriot's research assistant, and Mrs. Lorili Becnel, who served as typist, are also appreciated.

The teachers who served as members of the writing team deserve special recognition and thanks for their dedication and creative ideas.

Appreciation is also expressed to Dr. Janie Ponthieux, director of the Bureau of Secondary Vocational Programs, Dr. Rosalie J. Bivin, section chief of Home Economics, and Mrs. Patricia S. Merrick, supervisor of Home Economics, for their interest and support of this project.

Elaine Webb

Elaine Webb, Ed.D.
Assistant Superintendent
Office of Vocational Education

WRITING TEAM

Maureen Farrar
Oak Park Middle School
Lake Charles, Louisiana

Betty Hicks
Hahnville Jr. High School
Hahnville, Louisiana

Kelly Lamunyon
Graduate Student
Patterson, Louisiana

Ann Moise
South Terrebonne High School
Bourg, Louisiana

Ruth Reulet
St. James High School
St. James, Louisiana

Doris Richard
New Iberia Freshman High School
New Iberia, Louisiana

Grace Savoie
W.W. Lewis Middle School
Sulphur, Louisiana

Daphne Smith
New Iberia Freshman High School
New Iberia, Louisiana

Yvonne Weimer
Raceland Jr. High School
Raceland, Louisiana

Jacquelyne Yandle
Reynaud Middle School
Lake Charles, Louisiana

FIELD TEST TEAM

Melvara Bell
Vidalia Jr. High School
Vidalia, Louisiana

Maureen Farrar
Oak Park Middle School
Lake Charles, Louisiana

Ann Jenkins
Oberlin High School
Oberlin, Louisiana

Kelly Lamunyon
Morgan City Jr. High School
Morgan City, Louisiana

Gail McMillon
Ward III High School
Winnsboro, Louisiana

Barbara Randall
West Thibodaux Jr. High School
Thibodaux, Louisiana

Sandra St.Pierre
Raceland Jr. High School
Raceland, Louisiana

Yvonne Weimer
Raceland Jr. High School
Raceland, Louisiana

Nelda Wilkes
Elizabeth High School
Elizabeth, Louisiana

Judy Wood
Merryville High School
Merryville, Louisiana

Mary C. Van Wright
East Union High School
Opelousas, Louisiana

Jacquelyne Yandle
Reynaud Middle School
Lake Charles, Louisiana

EXPLORATORY HOMEMAKING
SEVENTH AND EIGHTH GRADES
6, 9, 12, 18 OR 36 Weeks

Course Description

An instructional program that provides individuals in elementary, middle, and junior high school the opportunity to explore home economics subject matter areas. Includes instruction in the development of positive self-concepts; understanding personal growth and development; and relationships with peers and family members in becoming contributing members in the home, school, and community. (Description from the U.S. Office of Education's Classification of Instructional Programs in Vocational Home Economics) No prerequisites. Enrollment is recommended for seventh and eighth grade students.

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*Unit includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature).

RATIONALE

Consumer and Homemaking Education has been a part of the seventh and eighth grade curriculum in Louisiana for more than 25 years. An effective basic curriculum in home economics at this level can provide an incentive for students to continue their vocational studies at the secondary level. This curriculum guide will serve to provide concrete experiences that will enable junior high students to:

1) develop a positive self-concept,
2) develop decision making skills,
3) accept responsibility for care of self, particularly in the areas of personal hygiene and grooming, care of clothing, care of the home, personal safety, and selection of nutritious food,
4) understand and cope with their physical, emotional, social, and mental development,
5) recognize the responsibilities involved in caring for younger children,
6) gain knowledge of career opportunities and develop personal qualities that will prepare them for the job market, and
7) recognize the roles and responsibilities of family members in today's society.

This guide contains two sections. Each section is composed of ten units. Section I is appropriate for students in the seventh grade; Section II is appropriate for students in the eighth grade. It should be noted that units in this guide are arranged alphabetically and are not in a priority order.

Because of the variance in the number of weeks students are enrolled in Exploratory Homemaking in Louisiana schools, each unit has been planned for a minimum of one week with the maximum ranging from two to eight weeks. Whether students are enrolled for a period of 6, 9, 12, or 36 weeks, the teacher should use discretion in selecting those units that will address the needs and interests of the students.

At the beginning of each of the units are an introduction, competencies, general objectives, performance objectives, methodology, suggested approaches, and a unit outline. A list of the "basic skills" concepts that are contained in each unit follow the unit outline. The activities promote the development of fundamental competence in reading, writing, and mathematics. Specific performance objectives precede subject matter content and the learning activities to enable students to achieve the objective. Appendices at the end of each unit include activity sheets with keys, unit tests with keys, evaluation and testing, equipment and supplies, bulletin board ideas, and supplementary materials.

DESIGN OF THE GUIDE

The Exploratory Homemaking Curriculum Guide is organized into two sections. Each section is composed of ten units. Section I is appropriate for students in the seventh grade; Section II is appropriate for students in the eighth grade.

At the beginning of each unit are a brief introduction, competencies, general and specific performance objectives, methodology, suggested interest approaches, and a unit outline. Following the unit outline is a list of the "Basic Skills Concepts" that are directly mentioned in the unit. This list can be used by the teacher to highlight to students, parents, and administrators, those basic skills taught in home economics. The activities identified as "basic skills concepts" promote fundamental competence in reading, writing, and mathematics.

Specific objectives are included for each topic and subtopic. The content is organized to facilitate a logical presentation of information. Suggested student activities are coded to concepts and subconcepts to enable students to achieve the objectives. Learning activities are stated as what the student will do.

Each unit includes recommendations for evaluation and testing, a list of needed equipment and supplies, supplementary materials and a resource section, which lists references available to the teacher to enhance the presentation of the subject matter.

Appendices for each unit are in sequence and are included in a separate section immediately following the unit. Activities may be duplicated for use by students. A teacher should not feel limited to using only the suggestions described, but rather should use them to spark further ideas, building upon those from the guide.

Immediately following the appendices of each unit is a unit test and an answer key. These are in a format suitable for duplication by the teacher or they may serve as a guide to the teacher in developing test items.

Pages are numbered for each unit, i.e., a page numbered II-6 would be the sixth page of Unit II.

This curriculum guide is designed primarily for students who have a limited background or no background in home economics. It should be noted that the units in each section are arranged alphabetically and are not in a priority order. Whether students are enrolled for a period of 6, 9, 12, 18, or 36 weeks, the teacher should use discretion in selecting those units that will address the needs and interests of the students.

CONTENT OUTLINE

EXPLORATORY HOMEMAKING

SEVENTH GRADE

Unit	Title	Suggested Time Schedule
Unit I.	Orientation--Future Homemakers of America*	1-2 weeks
Unit II.	Assuming Responsibility	1-2 weeks
Unit III.	Care of the Elderly	1-2 weeks
Unit IV.	Child Care and Development	1-4 weeks
Unit V.	Clothing and Textiles	1-6 weeks
Unit VI.	Consumer Awareness	1-3 weeks
Unit VII.	Food and Nutrition	1-6 weeks
Unit VIII.	Home Environment	1-4 weeks
Unit IX.	Personal Development	1-5 weeks
Unit X.	Evaluation	1-2 weeks
		6, 9, 12, 18, or 36 weeks

*See Unit VII. Future Homemakers of America--Eighth Grade

CONTENT OUTLINE

EXPLORATORY HOMEMAKING

EIGHTH GRADE

Unit	Title	Suggested Time Schedule
Unit I.	Orientation	1 week
Unit II.	Careers	1-2 weeks
Unit III.	Child Care and Development --Option One Care of infants and preschoolers, Toys, Safety, Missing children --Option Two Prenatal care and development, Costs of having a baby, Birth defects--environmental and hereditary	1-4 weeks
Unit IV.	Clothing and Textiles	1-8 weeks
Unit V.	Consumer Education	1-3 weeks
Unit VI.	Food and Nutrition	1-8 weeks
Unit VII.	Future Homemakers of America	1-2 weeks
Unit VIII.	Housing, Home Care, and Safety	1-3 weeks
Unit IX.	Personal Care and Appearance	1-3 weeks
Unit X.	Personality Development	1-3 weeks
		6, 9, 12, 18, or 36 weeks

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT I: ORIENTATION--FUTURE HOMEMAKERS OF AMERICA

SUGGESTED TIME: 1-2 WEEKS

UNIT ONE

ORIENTATION TO HOME ECONOMICS

INTRODUCTION

Students enrolled in exploratory homemaking need to have an understanding of the scope of home economics. This unit is designed to introduce seventh graders to the home economics department, the field of home economics and the Future Homemakers of America student organization.

COMPETENCIES

1. Recognize the areas of home economics.
2. Identify benefits gained from home economics.
3. Develop familiarity with the home economics department.
4. Develop an awareness of Future Homemakers of America.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify the areas of home economics.
2. Become familiar with the home economics department.
3. Understand the FHA organization.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a discussion, students will become aware of the field of home economics.
2. Through a tour, students will become familiar with the home economics department.
3. In class activities, students will become familiar with the Future Homemakers of America organization.

METHODOLOGY

Information from the unit outline and other available sources may be used to introduce the topical content of this unit. Use the appendices to reinforce class discussions.

SUGGESTED INTEREST APPROACHES

1. Ask students to answer the questions: "Why did you enroll in home economics?" "What do you want to learn in home economics?"

2. Take students on a tour of the home economics department.

UNIT OUTLINE

ORIENTATION

I. Areas of home economics

II. Benefits of home economics

III. Scope and sequence

IV. Orientation to home economics

V. Future Homemakers of America

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. In a discussion, students will become aware of the field of home economics.

Unit Content	Learning Activities
	1. Answer the questions: "Why did you enroll in home economics?" and "What do you want to learn in home economics?" Discuss.
	2. View bulletin board introducing home economcis. Appendix A.
	3. View filmstrip on careers in home economics.
Areas of home economics --Consumer education --Child care and development --Clothing and textiles --Family relations --Food and nutrition --Housing --Personal development	4. Discuss the areas of home economics.
Benefits gained from home economics --Gain an understanding of self, peers, and family --Develop interpersonal skills --Learn decision-making skills --Gain an appreciation for people of all ages --Improve basic skills in math, reading, and writing --Develop consumer skills --Learn new skills --Prepare for family living and a career --Gain opportunities to participate in Future Homemakers of America	5. View transparency on "Benefits of Home Economics," in Appendix B. Add to the list.
Scope and sequence	6. Cooperative activity: Complete scope and sequence form in Appendix C.

---

2. Through a tour, students will become familiar with the home economics department.

Unit Content	Learning Activities
Home economics department --Teachers --Rooms --Policies --FHA organization --Lab fees --Textbooks --Equipment and supplies --Grading system	1. Participate in an orientation to home economics. 2. Tour the home economics department. 3. Participate in a scavenger hunt to find location of items to be used during semester (scissors, magic markers, etc.).
Personal data form	4. Complete personal data card.

---

3. In class activities, students will become familiar with the Future Homemakers of America organization.

Unit Content	Learning Activities

*Refer to the eighth grade unit on FHA organization to select content to be taught.

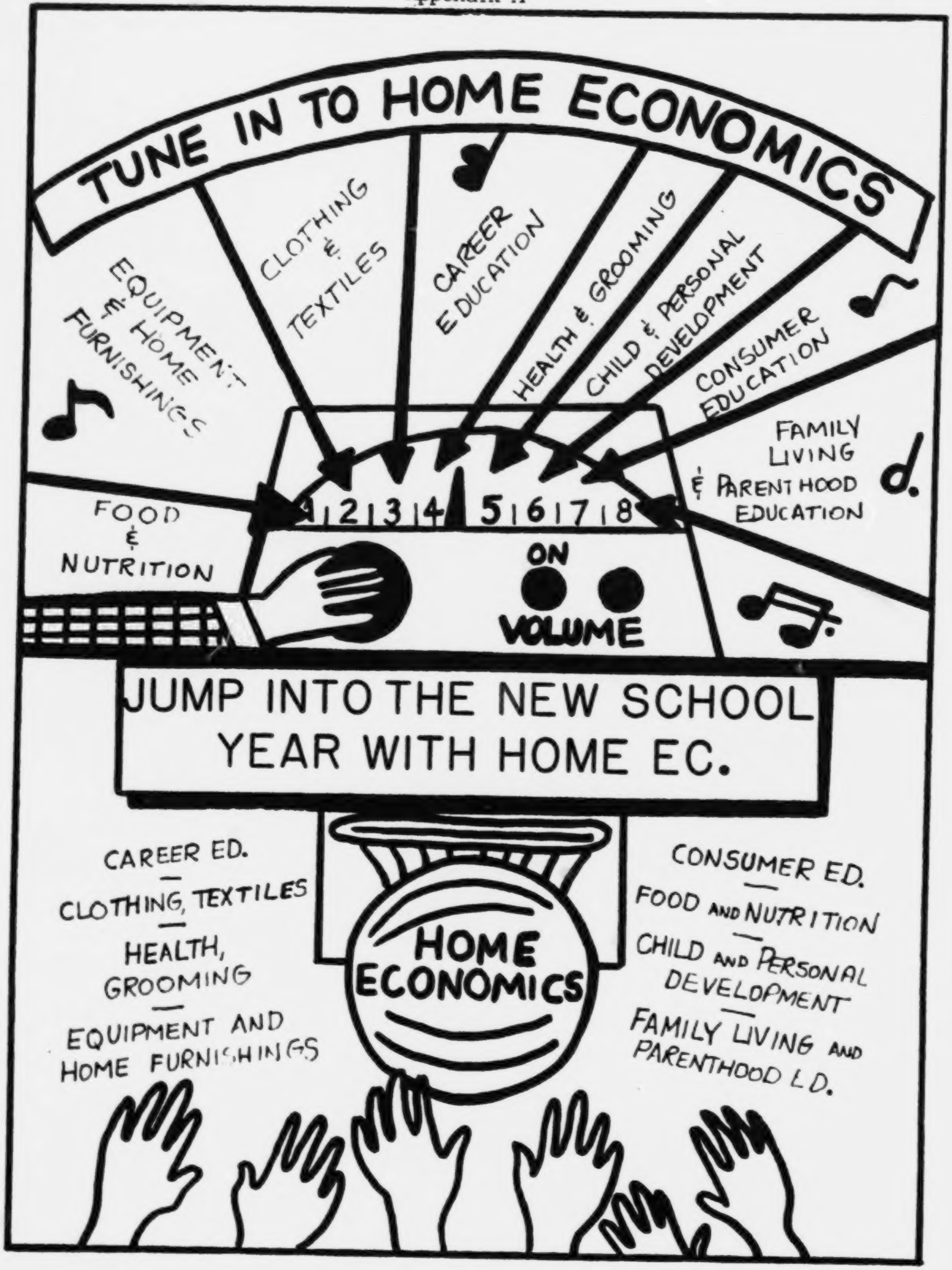
EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Actively participating in class discussions and activities.

EQUIPMENT AND SUPPLIES

Bulletin boards, films, index cards, and textbooks selected by the teacher.



TUNE IN TO HOME ECONOMICS
EQUIPMENT & HOME FURNISHINGS
CLOTHING & TEXTILES
CAREER EDUCATION
HEALTH & GROOMING
CHILD & PERSONAL DEVELOPMENT
CONSUMER EDUCATION
FAMILY LIVING & PARENTHOOD EDUCATION
FOOD & NUTRITION
1 2 3 4 5 6 7 8
ON
VOLUME
JUMP INTO THE NEW SCHOOL YEAR WITH HOME EC.
CAREER ED.
CLOTHING, TEXTILES
HEALTH, GROOMING
EQUIPMENT AND HOME FURNISHINGS
HOME ECONOMICS
CONSUMER ED.
FOOD AND NUTRITION
CHILD AND PERSONAL DEVELOPMENT
FAMILY LIVING AND PARENTHOOD ED.

Appendix B

BENEFITS OF HOME ECONOMICS

Gain an understanding of self, peers, and family.

Develop interpersonal skills.

Learn decision-making skills.

Gain an appreciation for people of all ages.

Improve basic skills, i.e. math, reading, writing.

Develop consumer skills.

Learn new skills.

Prepare for family living and a career.

Gain opportunities to participate in Future Homemakers of America.

Appendix C

SCOPE AND SEQUENCE

DIRECTIONS:

To help you to know the units that will be taught and the length of time to be devoted to each, complete this form.

UNIT	NUMBER OF WEEKS

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT II: ASSUMING RESPONSIBILITY

SUGGESTED TIME: 1-2 WEEKS

UNIT TWO

ASSUMING RESPONSIBILITIES

INTRODUCTION

This unit was developed to help junior high school students recognize the privileges and responsibilities of young people in their society. Being a citizen of the home, school, and the community requires cooperation. By developing responsibility, one may become a better citizen.

COMPETENCIES

1. Identify responsibilities of family members.
2. Develop an awareness of the benefits achieved by cooperating at school.
3. Be aware of steps to follow to be a better student.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Know and understand the importance of being a responsible family member.
2. Explain ways in which cooperation at school is effective.
3. Develop ideas to strengthen school spirit.
4. List qualities to develop to be a better student.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In discussion, students will name responsibilities of family members.
2. In a class activity, students will illustrate how communication can improve family relationships.
3. In discussion, students will define cooperation and explain school situations in which cooperation is helpful.
4. Through discussion and activity, students will develop an awareness of school spirit.
5. In an activity, students will explain the qualities of a good student.

METHODOLOGY

Information from this unit and other available sources, can be used to introduce responsibilities required of young people at home and at school. Develop ideas for strengthening communication within the home. Brainstorming techniques are used to identify methods of increasing school spirit.

SUGGESTED INTEREST APPROACHES

1. Complete rating sheet, "How Do I Rate as a Family Member?"

2. Draw cartoons portraying how communication helps solve family problems.

UNIT OUTLINE

ASSUMING RESPONSIBILITIES

I. Home
  A. Responsibilities of family members
  B. Communicating with family

II. School
  A. Cooperation in school
  B. School spirit
  C. Becoming a good student

BASIC SKILLS CONCEPTS
ASSUMING RESPONSIBILITIES

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Responsibilities of family members	Reading Writing	2. Complete rating sheet, "How Do I Rate as a Family Member?"
Objective 3 School activities where cooperation is helpful	Writing	2. List school activities which involve cooperation.
Objective 5 Qualities of a good student	Reading Writing	1. Complete the exercise "What Makes A Good Student."
	Writing	2. List and discuss qualities of a good student.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. In discussion, students will name responsibilities of family members.

Unit Content	Learning Activities
Responsibilities of family members --Respect the privacy of other members. --Respect private property of other members. --Respect family possessions and help in caring for them. --Share household chores. --Share the use of the telephone. --Share the use of radio and television. --Plan time to spend with family.	1. Discuss the responsibilities of family members. 2. Complete rating sheet, "How Do I Rate as a Family Member?" in Appendix A.

2. In a class activity, students will illustrate how communication can improve family relationships.

Unit Content	Learning Activities
Communication --Verbal --Nonverbal	1. Discuss kinds of communication and importance of body language in communication. 2. View filmstrip on communication.
Communication strengthens the family --Less conflict --Attitudes --Peace of mind --Better understanding of each other	3. Role play or draw cartoon to show how communication can strengthen the family or the lack of communication can cause family problems.

3. In discussion, students will define cooperation and explain school activities in which cooperation is helpful.

Unit Content	Learning Activities
Cooperation --Definition--working together	1. Define cooperation.
School activities in which cooperation is helpful --Clubs --Sports --Clean-up --Cheering --Classroom assemblies	2. List school activities which involve cooperation. 3. Listen to resource person discuss cooperation.

4. Through discussion and activity, students will develop an awareness of school spirit.

Unit Content	Learning Activities
Ways of showing school spirit --Wear school colors. --Cheer at games. --Attend school functions. --Decorate lockers. --Sell spirit ribbons. --Form committee for school clean-up. --Participate in school organizations.	1. Divide into groups. Each group will brainstorm ideas to promote school spirit. 2. Construct bulletin board or poster to promote school spirit. See Appendix B. 3. Select a project to promote school spirit that Future Homemakers of America can sponsor. Conduct activity.

5. In an activity, students will explain the qualities of a good student.

Unit Content	Learning Activities
Qualities of a good student --Prepared for class . Supplies - Textbook - Pencil or pen - Paper	1. Complete the exercise "What Makes a Good Student" in Appendix C. 2. List and discuss qualities of a good student.

. Assignments
  - Complete
  - On time
--On time for class
--Participates in class discussions
--Reviews materials covered
--Schedules a time for study
--Cooperative and polite
--Respect authority

3. Listen to guidance counselor discuss qualities of a good student.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing ideas through case studies, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, poster paper, and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Developing Social Skills: Learning Conversational Techniques," Human Relations Media, Home Economics School Service, P. O. Box 802, Culver City, California 90232-0802.

"The Message of Manners," Bennett and McKnight, Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

Duplicating Masters

Essential Social Skills, Debra Kaufmann, J. Weston Walch, 1982.

Managing Yourself, Linda R. and E. Richard Churchill, J. Weston Walch, 1982.

RESOURCES

Dunn, Martha D. and M. Yvonne Peeler. Living, Learning and Caring. Lexington, Massachusetts: Ginn and Company, 1976.

Robbins, Mary Lee and Jonnie M. Taylor. All Purpose Bulletin Boards. Wilkinsburg, Pennsylvania: Hayes School Publishing Co, Inc., 1968.

Appendix A

HOW DO I RATE AS A FAMILY MEMBER?

Directions:

Rate your ability to carry out each of these responsibilities. After each question, place a check in the box that best describes you.

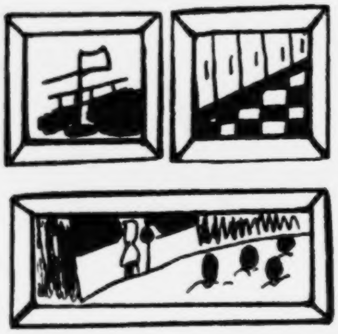
	Often	Sometimes	Never
1. Do I respect the privacy of family members?			
2. Do I respect private property of family members?			
3. Do I respect family possessions and help in caring for them?			
4. Do I share household chores?			
5. Do I share the use of the telephone by limiting the number and length of calls?			
6. Do I share the use of the radio and television?			
7. Do I plan time to spend with the family?			

Write a paragraph about the special family responsibilities that you have.

Appendix B

STAND

TALL



BE PROUD
OF YOUR

SCHOOL

Appendix C

WHAT MAKES A GOOD STUDENT?

Directions:

Fill in the chart below by placing a check in the appropriate boxes. If you could become a better student, tell how you can improve.

As a student, I:	Yes	No	Write a paragraph explaining [illegible] you can do to become a better student.
- am on time for school in the mornings.			
- get to class on time.			
- go to school even when I don't feel like it.			
- attend all my classes everyday.			
- listen to the teacher.			
- read my assignments.			
- do my homework on time.			
- participate in class discussions.			
- speak when called upon.			
- complete class projects.			
- am prepared for tests.			
- get help when I don't understand.			
- am friendly to classmates.			
- obey school rules.			
- am respectful to my teachers.			
- make the best grades I can.			
- participate in [illegible] [illegible]			

UNIT TEST

ASSUMING RESPONSIBILITIES

PART I: TRUE-FALSE
Directions: In the blank provided place a "T" if the statement is correct; write an "F" if the statement is incorrect.

_____ 1. Body language is related to communication.

_____ 2. Communication is not important in the family.

_____ 3. Cooperation is helpful in clubs but not in classroom assemblies.

_____ 4. Attitudes of family members do not affect communication.

_____ 5. To better understand each family member, good communication is important.

PART II: SHORT COMPLETION
Directions: Fill in the correct answer(s) in the blank(s) to the right of each statement.

1. List five responsibilities of family members: 1. ____________________
____
____
____
____

2. Name two types of communication: 2. ____________________
____

3. Define cooperation: 3. ____________________
____

4. List five ways you could exhibit school spirit: 4. ____________________
____
____
____
____

5. List five qualities of a good student: 5. ____________________
____
____
____
____

UNIT TEST - ANSWER KEY

ASSUMING RESPONSIBILITIES

PART I: TRUE-FALSE

1. True
2. False
3. False
4. False
5. True

PART II: SHORT COMPLETION

1. respect privacy
   respect property
   respect family possessions
   share chores
   share the phone
   share the TV
   share the radio
   plan time with family
2. verbal
   nonverbal
3. to work together
4. wear school colors
   cheer at games
   attend school functions
   decorate lockers
   sell spirit ribbons
   participate in cleaning up
   participate in school clubs
5. prepared for class
   on time for class
   participates
   reviews material covered
   schedules a time for study
   cooperative and polite
   respect authority

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT III: CARE OF THE ELDERLY

SUGGESTED TIME: 1-2 WEEKS

UNIT THREE

CARE OF THE ELDERLY

INTRODUCTION

It is a fact that older people want to be needed and need to be wanted. This unit is designed to help the junior high student become aware of the physical and emotional needs of the elderly in comparison to their own needs.

COMPETENCIES

1. Recognize the importance of accepting others.
2. Develop an awareness of the needs of the elderly.
3. Identify adjustments that must be made when an elderly person is in the home.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Explain what is involved in accepting others.
2. Identify characteristics and needs of the elderly.
3. Explain the difficulty of communication between different age groups.
4. Describe problems that may occur in an extended family.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through discussion, students will discuss the importance of accepting others.
2. On a written assignment, students will list characteristics of the elderly.
3. Through class discussion, students will list ways to improve communication with the elderly.
4. On a written test, students will identify characteristics of an extended family.

[illegible]

By using the information given in the unit and other available sources, students should gain an acceptance of those around them. Invite guest speakers to enhance the lessons. Arrange a fieldtrip to a home for the elderly to give young people an opportunity to work with them.

SUGGESTED INTEREST APPROACHES

1. Have students visit a home for the elderly. Plan for entertainment, small chores, or visitation with the elderly.

2. Invite a grandparent to class to talk about the adjustments which are necessary for happy family living.

UNIT OUTLINE

CARE OF THE ELDERLY

I. Acceptance of others

- A. Factors affecting
- B. Making introductions
    - 1. Procedure
    - 2. Reasons
- C. Forming opinions of others

II. The elderly

- A. Characteristics
- B. Needs

III. Communication

- A. Definition
- B. Importance
- C. Problems
- D. Ways of communicating
- E. Communicating with the elderly

IV. The extended family

BASIC SKILLS CONCEPTS
CARE OF THE ELDERLY

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 2 Characteristics of the elderly	Writing	1. Think about an older person that you admire. Write a paragraph about that person and your reasons for admiring him.
	Writing	3. Compile a list of characteristics of the elderly.
Objective 3 Communication	Writing	3. List the types of communication and discuss problems of communication.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through discussion, students will discuss the importance of accepting others.

Unit Content	Learning Activities
Factors affecting acceptance of others --Trust --Moods --Difficulties	1. Discuss the importance of trust and the effect of one's mood on the people around one. 2. Relate personal experiences of difficulties encountered when meeting new people.
Making introductions --Reasons --Friends to parents --Friends to friends --New people	3. Discuss importance of making introductions. 4. Role play situations for making introductions.
Forming opinions of others --First impressions	5. Discuss the quotes "Don't judge a book by its cover." and "You never get a second chance to make a good first impression." 6. Cite reasons why people are judged unfairly.

2. On a written assignment, students will list characteristics of the elderly.

Unit Content	Learning Activities
Characteristics of the elderly --Feelings of loneliness --Need to be wanted --Dependent on others --Limited income --Bored --Talent and knowledge	1. Think about an older person that you admire. Write a paragraph about that person and your reasons for admiring him/her. 2. Share with the class, personal experiences with the elderly. 3. Compile a list of characteristics of the elderly.

Needs of the elderly
- --Physical
  - . Food
  - . Clothing
  - . Shelter
- --Emotional
  - . Love and affection
  - . Consideration
  - . Independence
  - . To feel useful

[illegible] to a panel of elderly people discuss their needs and ways that they can contribute to society.

5. Participate in FHA project dealing with the elderly (sponsor a "Grandparent Day," visit a home for the elderly, adopt a grandparent, visit Senior Citizens center).

6. Discuss needs of the elderly.

---

3. Through class discussion, students will list ways to improve communication with the elderly.

Unit Content

Communication
- --Definition
- --Importance
- --Types
  - . Written
  - . Verbal
  - . Nonverbal
- --Problems

Ways of improving communication
- --Develop writing skills
- --Speak correctly
- --Use gestures
- --Use facial expressions
- --Develop voice tones

Communicating with the elderly
- --Ways of communicating
- --Developing patience
- --Difficulties encountered

Learning Activities

1. Discuss meaning of communication.
2. Role play communication without using words in Appendix A.
3. List the types of communication and discuss problems of communication.
4. Brainstorm ways of improving communication.
5. Develop a plan of action for improving personal communication skills.
6. Share with the class, personal experiences in communicating with an older person. Discuss difficulties encountered.
7. View bulletin board on "Communication" in Appendix B.

4. On a written test, students will identify characteristics of an extended family.

Unit Content	Learning Activities
Extended family --Definition --Characteristics --Role of the teenager	1. Brainstorm definition of extended family. 2. Interview a member of an extended family or write a paragraph telling experiences as a member of an extended family. 3. Discuss characteristics of an extended family. 4. Discuss role of the teenager in an extended family.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercise with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing an FHA project for the elderly, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, resource speakers, and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Aging Families," Bennett and McKnight, Glencoe Publishing Co., 17337 Ventura Blvd., Encino, California 91316.

"Everybody Rides The Carousel," Pyramid Film, Box 1048, Santa Monica, California 90406.

"To Be Growing Older," Billy Budd Films, 235 E. 57th Street, New York, New York 10022.

RESOURCES

Brinkley, Jeanne H. and Valerie M. Chamberlain. Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Company, 1977.

Dunn, Martha D. and M. Yvonne Peeler. Living, Learning, and Caring. Lexington, Massachusetts: Ginn and Company, 1976.

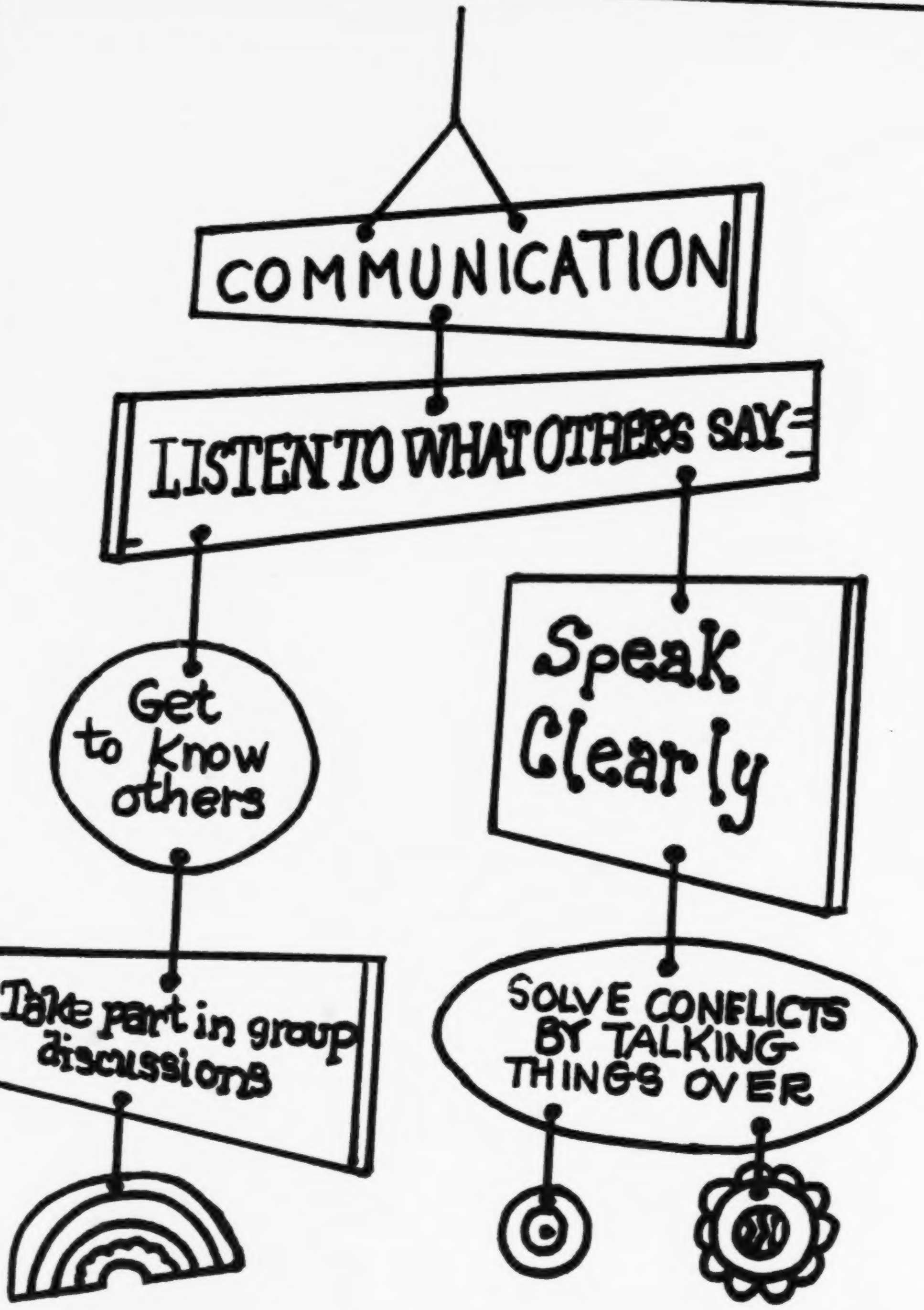
McGinley, Helen. Caring, Deciding, and Growing. Lexington, Massachusetts: Ginn and Company, 1983.

Appendix A

SILENT COMMUNICATION

Convey the following messages without using any words:

1. Come here, sit down now.
2. How nice to see you. Please sit down.
3. Don't do that.
4. I do not agree with you.
5. I'm pleased to meet you.
6. I approve of what you're doing.


COMMUNICATION
LISTEN TO WHAT OTHERS SAY
Get to know others
Speak Clearly
Take part in group discussions
SOLVE CONFLICTS BY TALKING THINGS OVER

UNIT TEST

CARE OF THE ELDERLY

PART I: DISCUSSION

Directions: Answer discussion using complete statements.

1. Explain the importance of parent's opinions of young persons' friends.

2. Explain the saying "Don't Judge a Book by Its Cover."

PART II: LISTING

Directions: Answer the following briefly.

1. Name three physical needs and three emotional needs of the elderly.

Physical Needs	Emotional Needs
1. ____________________	1. ____________________
2. ____________________	2. ____________________
3. ____________________	3. ____________________

2. List 3 ways that one might improve communication skills.

1. ________________________________
2. ________________________________
3. ________________________________

UNIT TEST - ANSWER KEY

CARE OF THE ELDERLY

PART I: DISCUSSION

1. When parents explain to young people their opinions, many times young persons mistake this for criticism. We must realize that parents want what is best for us. If your parents do not approve of your friends, have you stopped to think why?

2. Many times people wear or use covers to hide feelings of shyness, guilt, or hurt feelings. We need to be sympathetic of these covers and get to really know the insides of these people. What you see on the outside may cover the nice qualities on the inside.

PART II: LISTING

1.

Physical Needs	Emotional Needs
clothing	love
food	independence
shelter	consideration

2. (Any three)

- develop writing skills
- speak correctly
- use gestures
- use facial expressions
- develop voice tones

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT IV: CHILD CARE AND DEVELOPMENT

SUGGESTED TIME: 1-4 WEEKS

UNIT FOUR

CHILD DEVELOPMENT

INTRODUCTION

This unit is designed to help students gain a better understanding of the traits of young children. By helping them learn to accept children as individuals, they will better understand the role children play in the family. The unit focuses on the role of the student as a babysitter.

COMPETENCIES

1. Identify the characteristics of growth and development of the young child.
2. Develop an awareness of the value of play in the life of a young child.
3. Develop an awareness of toys that are suitable for children.
4. Identify safety procedures to use in caring for young children.
5. Recognize the benefits derived from babysitting.
6. Identify the benefits of using positive discipline.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe the characteristics of the young child.
2. Understand the importance of play in the life of children.
3. Identify toys that are suitable for young children.
4. Identify dangerous situations in the life of children and be aware of safety methods.
5. Understand the benefits derived from babysitting.
6. Identify facets of positive discipline.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a worksheet, students will identify characteristics of young children.
2. Through discussion, students will name the benefits children derive from play.

3. Using a check sheet, students will evaluate toys for young children.

4. Through discussion, students will become familiar with safety hazards for the young child and methods of prevention.

5. In a written assignment, students will list personal benefits derived from babysitting.

6. Through the use of a case study, students will distinguish between the responsibilities of the babysitter and the parent in relation to babysitting.

7. As an individual project, students will compile a babysitter tool kit.

8. Through discussion, students will become familiar with the benefits of using positive discipline with children.

METHODOLOGY

Use the information from the unit outline and other available resources to introduce the topical content of the characteristics of young children and the responsibilities of the babysitter. Observe young children at play to promote an awareness of the developmental tasks and the value of play. Draw upon experiences of the students for the babysitting unit.

SUGGESTED INTEREST APPROACHES

1. Ask students to bring in baby pictures of themselves. Conduct a contest to identify the pictures.

2. Introduce the egg baby and allow students to participate in project for a short period of time. Student will keep a baby book of activities on the care of the egg baby (boiled egg).

3. Ask a nursery school worker to come to the class to relate unusual experiences in the care of children.

4. Plan and carry out a party for preschoolers.

UNIT OUTLINE

CHILD DEVELOPMENT

I. Characteristics of young children

- A. Infants
- B. Toddlers
- C. Preschoolers

II. Play

- A. Value
- B. Toys

III. Child safety

- A. Common hazards
- B. Methods of ensuring safety

IV. Babysitting

- A. Benefits
- B. Responsibilities
    - 1. Babysitter
    - 2. Parents
- C. Babysitter's tool kit

V. Positive discipline

- A. Definition
- B. Reasons for using
- C. Guides for using

BASIC SKILLS CONCEPTS
CHILD DEVELOPMENT

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Characteristics of infants	Reading Writing	3. Complete and discuss worksheet "Characteristics of Young Children".
Objective 2 Values of play	Reading Writing	1. Complete a pretest on the importance of play, "Children at Play."
Objective 3 Guides for selecting toys	Reading Writing	2. Bring a child's toy to class. Complete "Toys for Tots" evaluation form.
Objective 4 Common hazards for the young child	Reading	1. View and discuss transparencies on "Common Hazards for the Young Child."
	Reading Writing	2. Complete worksheet on "Accidents and Causes."
Objective 5 Benefits of babysitting	Writing	1. Discuss babysitting experience and list benefits derived.
	Writing	3. Write a paragraph of a babysitting experience where a problem was encountered. Discuss problem, causes, and solution.
Objective 6 Responsibilities of a babysitter	Writing	2. Brainstorm to develop a list of information needed before accepting a babysitting job and information needed before parents leave.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	4. Read case study "A Night to Remember." Write paragraph on the errors the babysitter committed.
Objective 8 Use of discipline as positive help	Reading Writing	4. Complete and discuss worksheet, "Decisions About Discipline."

5. In a written assignment, students will list personal benefits derived from babysitting.

Unit Content

Benefits of babysitting
- Income
- Learn responsibility
- Learn to get along with children
- Introduction to a career
- Enjoyment
- Develop self-confidence
- Gain experience in caring for children

Learning Activities

1. Discuss babysitting experience and list benefits derived.
2. Listen to a resource person from a nursery school discuss factors that led to a child care career.
3. Write a paragraph of a babysitting experience where a problem was encountered. Discuss problem, causes, and solution.
4. View a film on babysitting.

---

6. Through the use of a case study, students will distinguish between the responsibilities of the babysitter and the parent in relation to babysitting.

Unit Content

Responsibilities of babysitter
- Keep the children safe.
- Arrive early.
- Follow parents instructions.
- Check on location of first-aid supplies, extra blankets, diapers, or other articles babysitter may need.
- Write down phone number where parents can be reached.
- Write down phone number of a relative or friend if parents can't be reached.
- Write down phone number for police, fire department, and doctor.
- Find out what time children go to bed and if they should be fed.

Learning Activities

1. Discuss why babysitting is a responsibility.
2. Brainstorm to develop a list of information needed before accepting a babysitting job and information needed before parents leave.
3. Discuss activities a babysitter could do to entertain children.
4. Read case study (Appendix H) "A Night to Remember." Write paragraph on the errors the babysitter committed.
5. Discuss experiences and problems encountered while caring for young children.

--Physical development --Creativity --Problem solving	2. Observe children at play. Report on observation. 3. Discuss the benefits of play. 4. View filmstrip on children at play.

---

3. Using a check sheet, students will evaluate toys for young children.

Unit Content	Learning Activities
Guides for selecting toys --Large and easy to handle --Colorful --Durable --Safe --Suited to age and stage of development --Stimulates interest and creativity	1. Discuss guides for selecting toys. 2. Bring a child's toy to class. Complete "Toys for Tots" evaluation form in Appendix D. 3. View bulletin board "Tips on Toys for Tots" in Appendix E. 4. Construct toys suitable for children.

---

4. Through discussion, students will become familiar with safety hazards for the young child and methods of prevention.

Unit Content	Learning Activities
Common hazards for the young child --Fire --Water --Toys --Poisons --Cars --Household equipment --Features of the home Methods of preventing hazards and ensuring safety --Proper storage --Correct use of auto restraints --Proper supervision of children --Teach safety habits to children --Practice safety	1. View and discuss transparencies on "Common Hazards for the Young Child" in Appendix F. 2. Complete worksheet in Appendix G on "Accidents and Causes." Discuss. 3. Participate in FHA Project to promote child safety. 4. Listen to resource speaker discuss child safety. 5. Relate personal experiences of children's accidents.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a worksheet, students will identify characteristics of young children.

Unit Content	Learning Activities
Characteristics of infants --Small --Helpless --Wrinkled skin --Large head --Sleeps most of the time --Communicates by crying	1. Discuss characteristics of young children. 2. Construct bulletin board showing children in different stages of development. Appendix A. 3. Complete and discuss worksheet "Characteristics of Young Children" in Appendix B.
Characteristics of toddlers --Puts everything in mouth --Learns to walk --Climbs --Says a few words --Starts to put words together --Can undress but cannot dress --Starts to feed himself --Plays with other children for short periods --Plays side-by-side yet independent of other children	4. View a filmstrip on characteristics of young children. 5. Observe and report on observation of a small child or view video of small children at play.
Characteristics of preschoolers --Very active --Can do for themselves --Better able to control behavior --Talks a lot --Learns rapidly --Plays in small groups	

---

2. Through discussion, students will name the benefits children derive from play.

Unit Content	Learning Activities
Values of play --Learn cooperation --Social benefits	1. Complete a pretest on the importance of play, "Children at Play" in Appendix C.

- --Ask about the children's routine
- --Location of outside stairs, windows, operation of door locks
- --Discipline

Responsibilities of parents
- --To provide safe transportation for babysitter
- --To give instruction to babysitter
- --To pay a fair wage for the job
- --To leave a phone number where they could be reached in case of emergency
- --To return on time, and if not, notify babysitter of the delay

6. Discuss appropriate discipline methods.

7. Discuss "Babysitter's Checklist." Appendix I.

---

7. As an individual project, students will compile a babysitter's tool kit.

Unit Content

Items in a babysitter's tool kit
- --Books to read
- --Games to play with the children
- --Notebook and pencil
- --Homework
- --Crayons
- --Balls
- --Blunt scissors
- --Soft toys
- --String
- --Colored yarn
- --Pipe cleaners
- --Old magazine
- --Cloth scraps
- --Other

Learning Activities

1. Discuss items that the babysitter might include in a babysitter's tool kit.

2. Compile a babysitter's tool kit.

8. Through discussion, students will become familiar with the benefits of using positive discipline with children.

Unit Content	Learning Activities
Discipline --Definition --Positive discipline	1. Discuss meaning of discipline. 2. Explain the meaning of positive discipline. 3. Role play situations where positive discipline could be effectively used.
Use of discipline as positive help --Developing characteristics of: .Self-confidence .Self-reliance .Independence	4. Complete and discuss worksheet in Appendix J. 5. Discuss the benefits of using discipline to help a child channel actions into socially acceptable directions.
Guides for using discipline --Timing --Consistency --Reasoning --Attitude when using --Help child to feel loved	6. Explain the importance of each of the guides for using discipline in Appendix K.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; neat handwriting, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, pictures, and toys selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Caring for Preschoolers," Bennett and McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

"Drugs, Injuries and Other Dangers to Little Children," Franklin Clay Films, P. O. Box N-2036, Costa Mesa, California 92628-1036.

"Infant Care," Bennett and McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

"The Complete Baby-Sitter," Franklin Clay Films, P. O. Box N-2036, Costa Mesa, California 92628-1036.

"The Preschooler," Bennett and McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

"The Toddler," Bennett and McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

RESOURCES

Child Development Curriculum Guide, Bulletin 1664. Baton Rouge, Louisiana: Louisiana State Department of Education.

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Company, 1983.

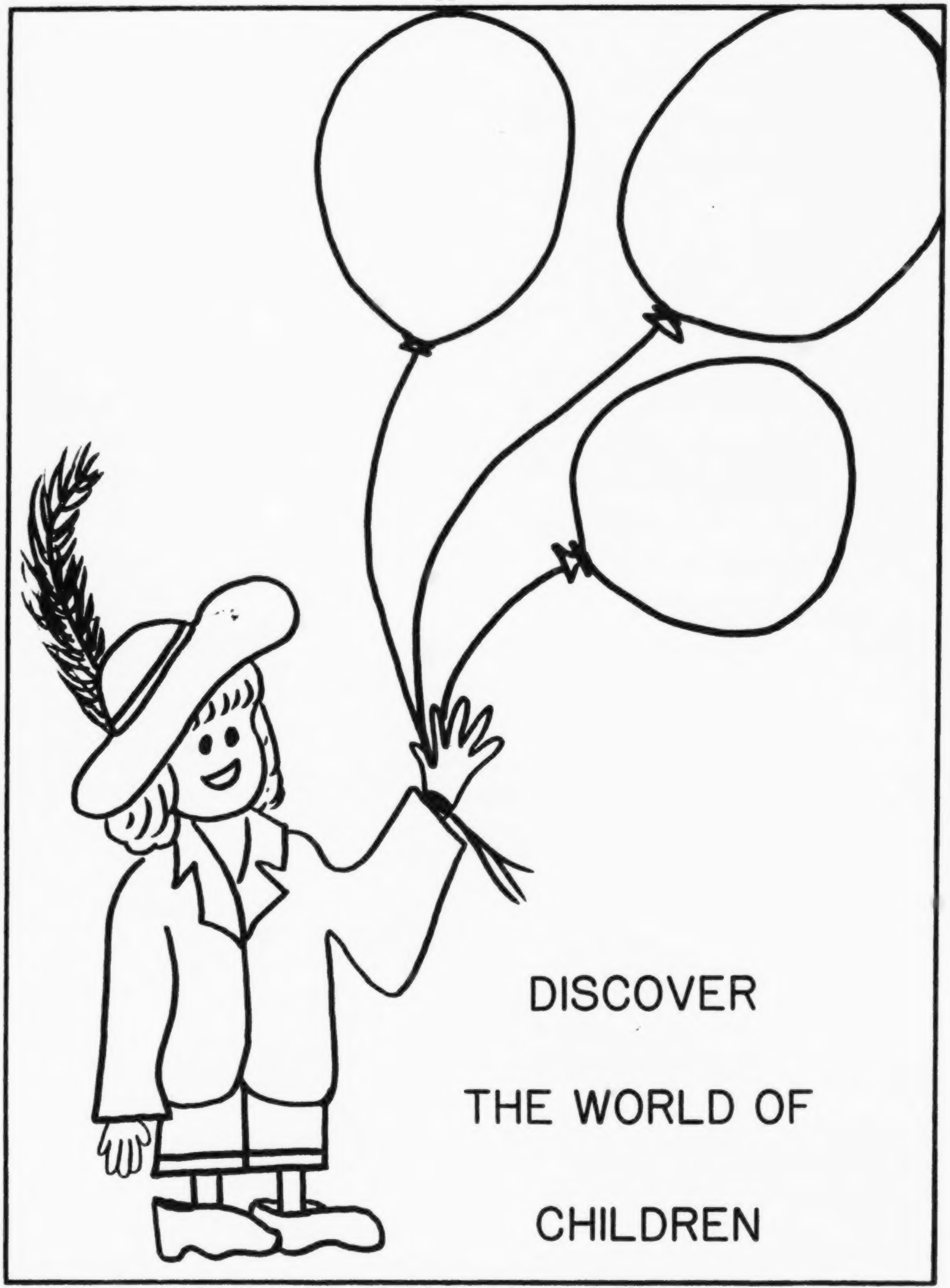
Remy, Carol. A Bunch of Home Economics and FHA Bulletin Boards. Lake Charles, Louisiana: Calcasieu Parish School Board.

Stone, Deborah Ross. Young Living Student Guide. Peoria, Illinois: Bennett Publishing Company, 1983.

Thrasher, Betty. Ideas for Bulletin Boards as Teaching Aids in Home Economics. Athens, Georgia: University of Georgia, 1966.

Vanderhoff, Margil. Living, Learning, and Caring Teacher's Guide. Lexington, Massachusetts: Ginn and Company, 1976.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett Publishing Company, 1983.



*NOTE: Use actual pictures of children in the balloons.

Appendix B

CHARACTERISTICS OF YOUNG CHILDREN

Directions:

For each stage listed below, name several traits of a child in that stage of development.

Stage	Traits
Infant	
Toddler	
Preschooler	

Appendix C

CHILDREN AT PLAY

True or False?

If the statement is true, write "true" in the blank. If it is false, write "false" in the blank.

_______ 1. Toddlers enjoy listening to music.

_______ 2. Before a meal is a good time for quiet play.

_______ 3. It is all right for toys to have rough edges and sharp points.

_______ 4. Babies develop coordination by playing with toys.

_______ 5. The best use for toys is to keep children from bothering their parents.

_______ 6. Toys should be lightweight and large enough for the child to handle.

_______ 7. A child remains interested in the same set of toys throughout childhood.

_______ 8. Coins are a safe choice for a baby's toy.

_______ 9. Children learn how to get along with other people by playing with friends.

_______ 10. Children get the exercise they need by playing.

_______ 11. Babies do not need a wide variety of toys to receive the full benefit of play.

_______ 12. Some toys that come apart are not too difficult for preschoolers to put back together.

_______ 13. A parent should let a child work at putting a puzzle together before offering help.

_______ 14. Toys that stimulate creativity, such as blocks for building, are not best as first toys for a baby.

_______ 15. Puppets, puzzles, and crayons and paper are examples of toys for active play.

_______ 16. Household articles, such as plastic cups and spoons, provide much opportunity for a child to develop creativity.

_______ 17. Television, tricycles, books, and swimming are examples of toys for quiet play.

_______ 18. Toys such as skates and tricycles, could cause accidents and should be closely supervised by a guardian.

Appendix C

ANSWER KEY

1. True
2. True
3. False
4. True
5. False
6. True
7. False
8. False
9. True
10. True
11. True
12. True
13. True
14. True
15. False
16. True
17. False
18. True

Appendix D

TOYS FOR TOTS

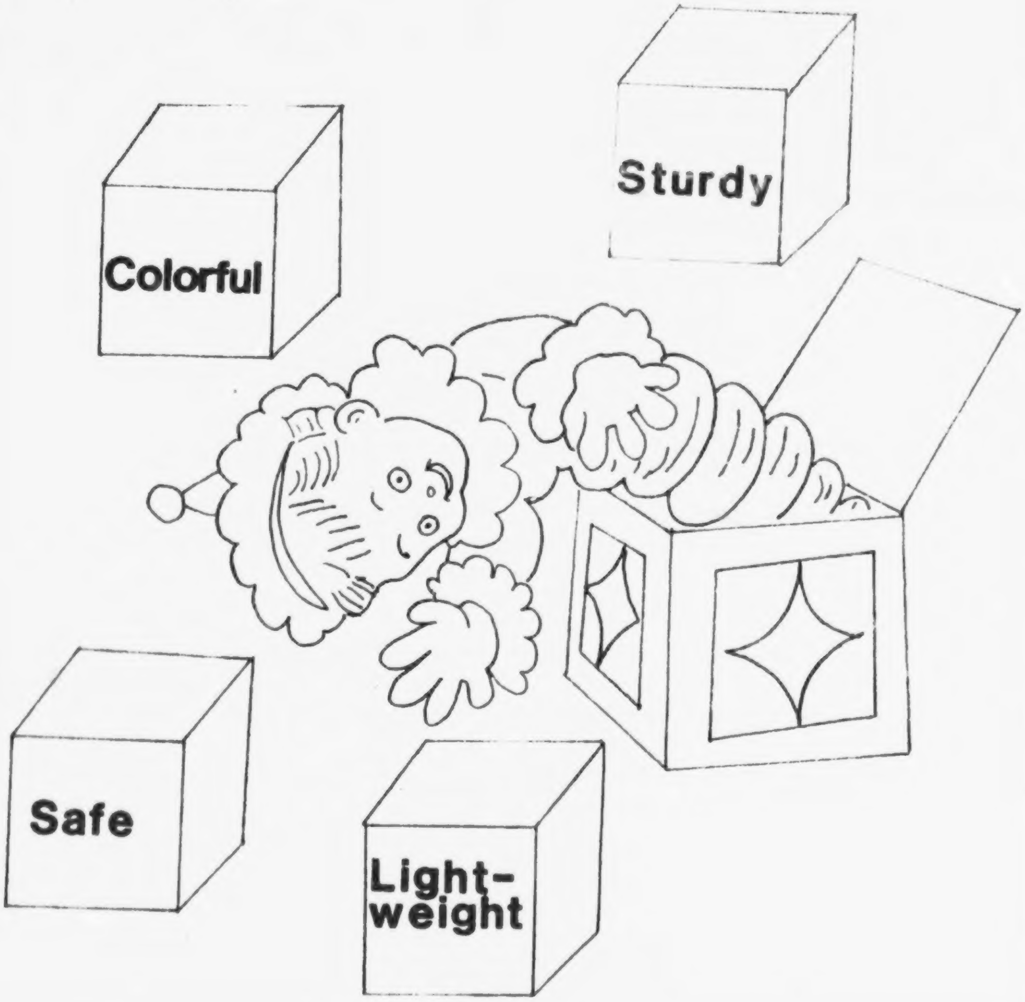
Directions:

It is one month before Christmas. The FHA chapter at school is collecting toys to distribute to needy children. Your class has been asked to evaluate the toys collected. Fill in the form below with the information on the toys you check. Choose at least one toy for each age group listed.

AGE GROUP	NAME/ DESCRIPTION OF TOY	SAFE	COLORFUL	DURABLE	WAYS TOY WILL HELP CHILD
Infant					
Toddler					
Preschooler					

Appendix E

Tips On Toys for Tots



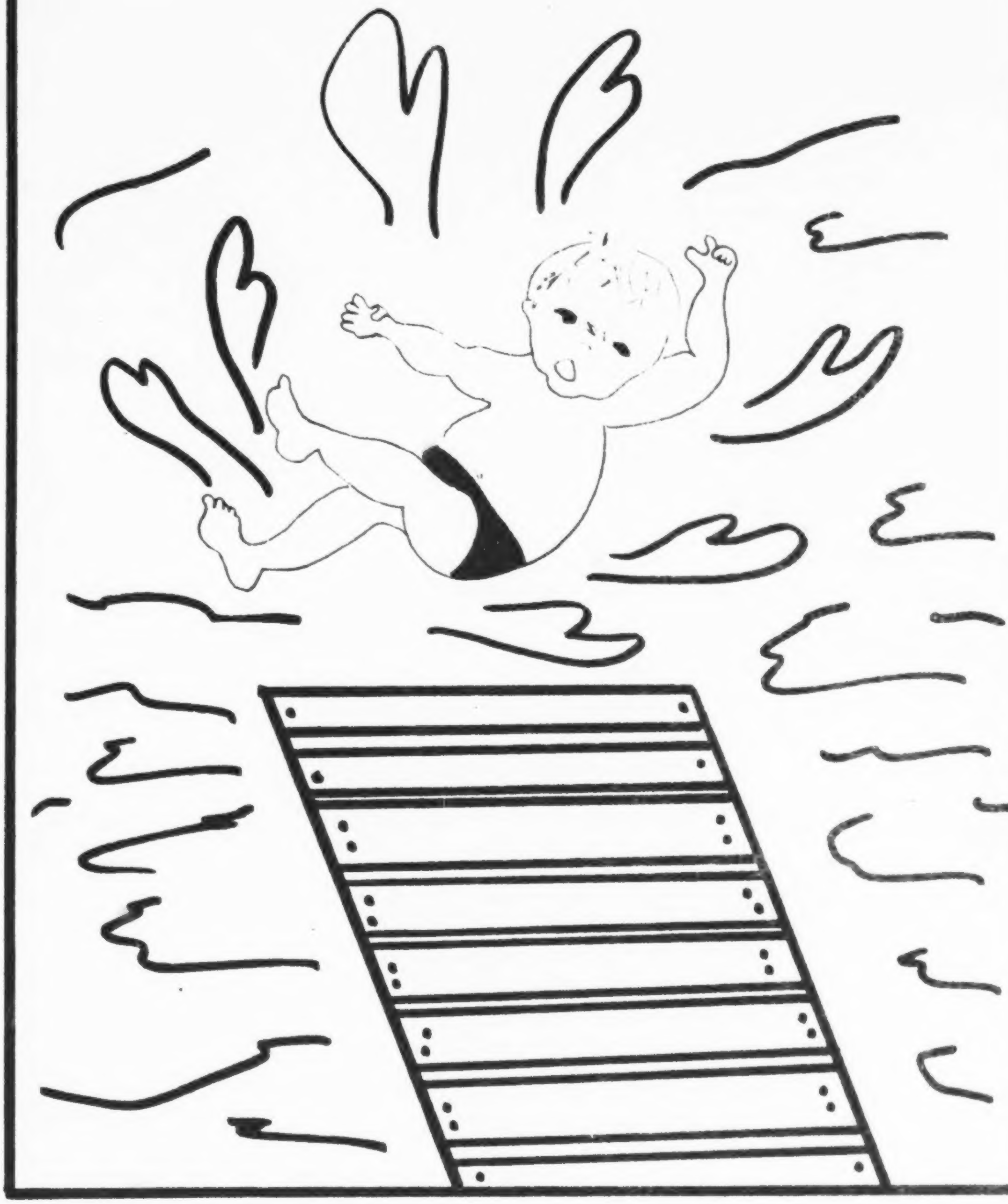
HOUSEHOLD
EQUIPMENT

TOYS

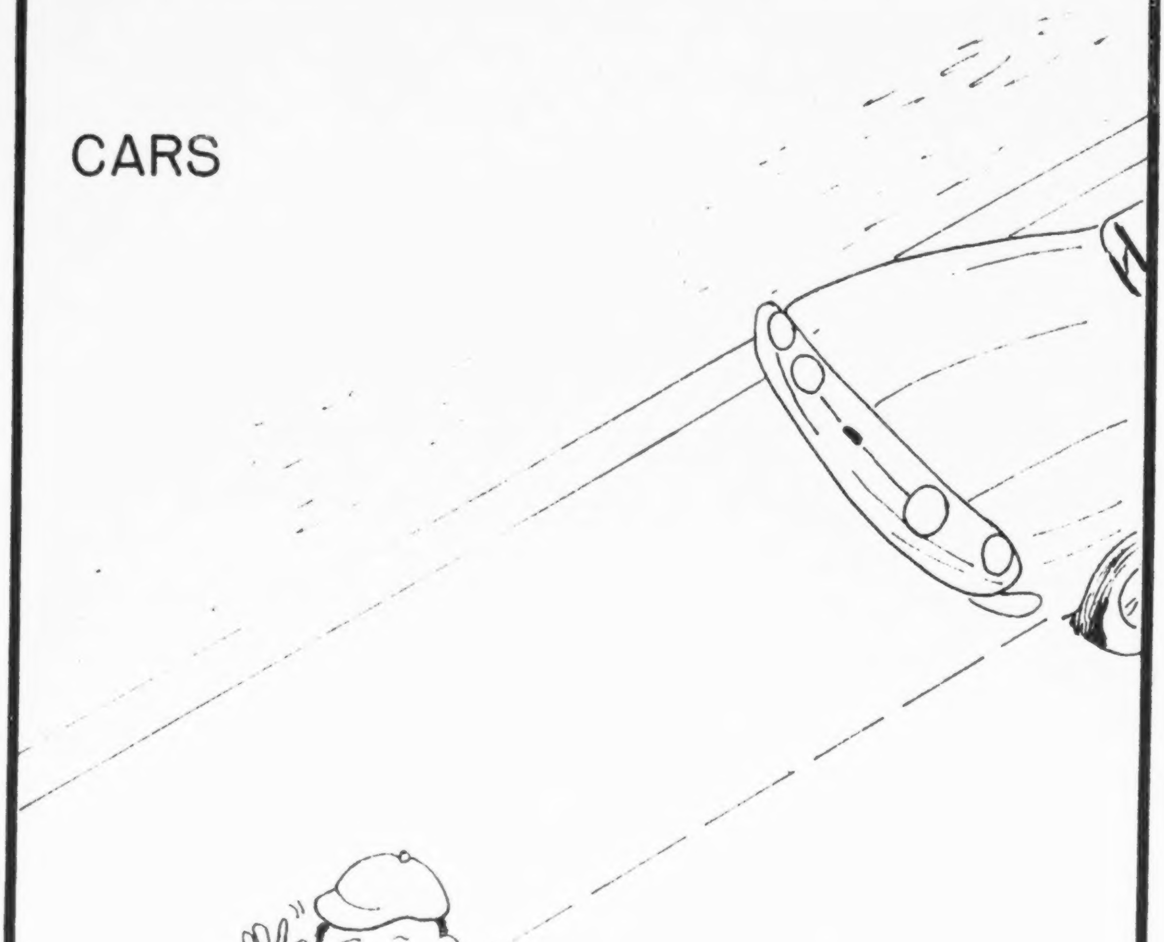
POISONS

FIRE

WATER



CARS



FEATURES OF THE HOME

Appendix G

ACCIDENTS AND CAUSES

Directions:

Match the "causes" in Column 1 to the "accidents" in Column [illegible]. Write the letter of your answer in the blank to the left of the "cause" in Column 1.

Column 1

CAUSES

_______ 1. Improper disposal

_______ 2. Uninformed buyer

_______ 3. Improper usage

_______ 4. Lack of education

_______ 5. Improper supervision

_______ 6. Improper maintenance

_______ 7. Improper storage

Column 2

ACCIDENTS

A. Fork inserted into electrical outlet.

B. Sleepwear made with flammable fabric caught fire.

C. Swallowed floor cleaner left in low cabinet.

D. Trapped in discarded refrigerator.

E. Shocked by frayed cord on electric train set.

F. Child burned hand on hot oven door.

G. Safety belt not used in the car.

Appendix G

ANSWER KEY

1. D.
2. B.
3. G.
4. F.
5. A.
6. E.
7. C.

Appendix H

A NIGHT TO REMEMBER

Directions:

Read the story below and write down at least 10 errors on the babysitter's part.

Nancy agreed that she would be able to babysit for Mrs. Gray on Saturday night. Mrs. Gray asked that Nancy be at her house by 6:00 p.m. so that she could give her all the necessary information. Mrs. Gray explained that she had to leave for her card game at exactly 6:30 p.m. After Nancy hung up the phone with Mrs. Gray, she turned to her friend Lori and said, "Call me tomorrow night at Mrs. Gray's house. We can talk as long as we want to because mom won't be there."

Saturday afternoon, Nancy went to a baseball game. She forgot the exact time she had to babysit, but thought it was at 6:30 p.m. Nancy was rather tired when she left her house and really did not want to babysit at all. She thought to herself, "If they give me trouble, I'll just send them to bed without supper."

When Nancy arrived, Mrs. Gray was rather angry because she did not have time to give instructions to her. She left a list of information near the telephone. She hurriedly told Nancy to feed the children a casserole on the counter top, not to give them snacks before meals or bedtime, give them a bath before bedtime, and added that Randy was allergic to chocolate ice-cream. Then Mrs. Gray was off to her card game.

Nancy decided to prepare dinner for the children. When she saw the casserole was one she did not like, she told the children they could eat chips and dip, and a candy bar for dessert. Later that night, Randy asked for some chocolate ice-cream, "Sure," said Nancy, "anything to keep you quiet."

Soon the phone rang and it was Lori. Nancy was excited to hear her friend and told her to come right over. She said "I'll put the children to bed early and not even give them a bath. Then we can watch a movie and finish eating the ice-cream and other snacks in Mrs. Gray's kitchen."

Appendix H

ANSWER KEY

. planned to talk on phone for a long period of time to friend

. forgot the correct time to arrive and was late

. poor discipline strategy ("send to bed without supper")

. had a bad attitude before she got to Mrs. Gray's (tired, etc.)

. did not apologize to Mrs. Gray for being late

. did not discuss rate of pay

. did not prepare dinner Mrs. Gray requested

. gave children snack foods for dinner

. gave Randy chocolate ice-cream that could cause an allergic reaction

. invited friends over to visit while babysitting

. did not bathe children

. did not follow children's regular schedule (put them to bed early)

. ate snacks without permission from Mrs. Gray

Appendix I

BABYSITTER'S CHECKLIST

Make sure you have important telephone numbers while you are babysitting.

- Where parents can be reached
- Close neighbor or relative
- Where doctor can be reached
- Fire department, police department and poison control center

Become familiar with special instructions from the parents.

- Bedtime
- Meal or snack time
- TV rules for children
- Bath time
- Toilet routine

It is helpful to know certain things about those you are babysitting for.

- Names (nicknames) of children
- Sleeping arrangements
- Favorite stories, games, and activities
- Where the children play
- Where clothing and special equipment are kept
- Special habits or problems of children

Know basic tips about babysitting.

- Do not leave a child alone.
- Never hit a child.
- Do not let a child play with objects that could cause accidents.
- If a child becomes ill or hurt, call a guardian or a doctor.

APPENDIX J

DECISIONS ABOUT DISCIPLINE

It is a fact that young children need to be disciplined. The exact method of discipline varies according to the individual. Evaluate the following question and answer using your knowledge of discipline.

What difference would you expect to find among children who are disciplined

(a) harshly,
(b) kindly, but firmly,
(c) differently from one day to the next, or
(d) those who feel that no one cares what they do?

APPENDIX K

GUIDES FOR USING DISCIPLINE:

TIMING

CONSISTENCY

REASONING

ATTITUDE WHEN USING

HELP CHILD TO FEEL LOVED

UNIT TEST

CHILD DEVELOPMENT

PART I: MATCHING

Directions: In the blanks to the left of the characteristics of children in Column A, write the letter of the age group from Column B for which that characteristic is common.

Column A

_____ 1. Very active
_____ 2. Talks alot
_____ 3. Large head
_____ 4. Learns to walk
_____ 5. Helpless
_____ 6. Puts everything in mouth
_____ 7. Sleeps most of the time
_____ 8. Learns rapidly
_____ 9. Plays with other children for short periods
_____ 10. Starts to put words together
_____ 11. Plays in small groups
_____ 12. Wrinkled skin
_____ 13. Can undress but cannot dress
_____ 14. Better able to control behavior
_____ 15. Communicates by crying
_____ 16. Small
_____ 17. Says a few words
_____ 18. Starts to feed himself
_____ 19. Climbs
_____ 20. Play side-by-side yet independent of other children

Column B

A. Characteristic of Infants
B. Characteristic of Toddlers
C. Characteristic of Preschoolers

PART II: SHORT COMPLETION

Directions: In each of the following statements, one word or phrase has been omitted. Write the correct word or phrase in the blank at the left.

__________________ 1. Three benefits of babysitting are __1__, __2__, and __3__.
__________________ 2.
__________________ 3.

__________________ 4. Three benefits that children derive from play are __4__, __5__, and __6__.
__________________ 5.
__________________ 6.

__________________ 7. Four items that may be found in a baby-sitter's tool kit are __7__, __8__, __9__, and __10__.
__________________ 8.
__________________ 9.
__________________ 10.

__________________ 11. Three guides for using discipline are __11__, __12__, and __13__.
__________________ 12.
__________________ 13.

__________________ 14. Two characteristics that children develop from positive discipline are __14__ and __15__.
__________________ 15.

PART III: TRUE-FALSE

Directions: Place a "T" in the blank to the left of each statement if the statement is true and an "F" if it is false.

_____ 1. Toys that stimulate creativity, such as blocks for building, are not best as first toys for a baby.

_____ 2. Toys should be lightweight and large enough for the child to handle.

_____ 3. Select toys that are not colorful since bright colors hurt the child's eyes.

_____ 4. Poisons should be placed out of a child's reach.

_____ 5. Children are born with safety habits.

_____ 6. When you are babysitting, put the children asleep early so that you can have a party.

_____ 7. You should write down the phone number for the police, fire department, and doctor when you are babysitting.

_____ 8. Parents should leave a phone number where the babysitter can reach them in case of an emergency.

_____ 9. Young children can discipline themselves.

_____ 10. Positive discipline is more effective than negative discipline.

UNIT TEST - ANSWER KEY

CHILD DEVELOPMENT

PART I: MATCHING

1. C
2. C
3. A
4. B
5. A
6. B
7. A
8. C
9. B
10. B
11. C
12. A
13. B
14. C
15. A
16. A
17. B
18. B
19. B
20. B

PART II: SHORT COMPLETION

1-3 any 3 of the 7

Income
Learn responsibility
Learn to get along with children
Introduction to a career
Enjoyment
Develop self-confidence
Gain experience in caring for children

4-6 any 3 of the 5

Learn cooperation
Social benefit
Physical development
Creativity
Problem solving

7-10 any 4 of the 14

Books to read
Games to play with the children
Notebook and pencil
Homework
Crayons
Balls
Blunt scissors
Soft toys
String
Colored yarn

Pipe cleaners
Old magazines
Cloth scraps
Other

11-13 any 3 of the 5

Timing
Consistency
Reasoning
Attitude when using
Help child to feel loved

14-15 any 2 of the 3

Self-confidence
Self-reliance
Independence

PART III: TRUE-FALSE

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T
9. F
10. T

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT V: CLOTHING AND TEXTILES

SUGGESTED TIME: 1-6 WEEKS

UNIT FIVE

CLOTHING AND TEXTILES

INTRODUCTION

Since clothing is a basic need for every individual, information should be available that is current and relevant. The clothing unit in the exploratory home economics program introduces young people to the world of clothing. Through a variety of learning experiences, students will be exposed to clothing care and selection responsibilities and develop basic sewing skills.

COMPETENCIES

1. Develop an awareness of the psychological effect that color provides to individuals.
2. Develop an awareness of proper clothing care.
3. Develop an awareness of responsibilities involved in clothing selection.
4. Recognize factors to consider in the selection, use, and care of small sewing equipment.
5. Demonstrate and understand the proper use of the sewing machine.
6. Demonstrate the ability to complete samples of machine and hand stitching.
7. Recognize the brands of commercial patterns available to the home sewer.
8. Select an easy-to-sew pattern.
9. Complete a simple sewing project using both machine and hand sewing techniques.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Explain how colors are formed.
2. Identify steps to follow in taking care of clothes.
3. Identify guidelines to follow in selecting clothes.
4. Identify basic sewing equipment used in construction.
5. Identify principal sewing machine parts.
6. Construct samples of hand and machine sewing.

7. Identify the various types of commercial patterns used by consumers.
8. Identify the criteria used to select a pattern suitable for a beginner.
9. Comprehend sequential steps to follow in completing a sewing project.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a project, students will develop a color wheel.
2. Through activities, students will demonstrate proper techniques in caring for clothing.
3. On a written test, students will list points to consider when shopping for clothing.
4. On a written test, students will identify basic sewing equipment.
5. On a written test, students will identify parts of the sewing machine.
6. As a project, students will construct samples of basic machine stitching and hand stitching.
7. As a project, students will prepare a display of commercial patterns.
8. Through discussion, students will name the steps to consider when selecting a pattern for a beginner.
9. Through discussion, students will develop a plan-of-work to follow in completing a simple sewing project.

METHODOLOGY

Use the information from the unit outline to introduce color, clothing care, and selection of clothing. Develop a class project that will introduce basic sewing skills to students. Select from either pre-packaged sewing kits or develop your own. Use the materials in the appendix to enhance classroom presentation. Promote student pride and self-confidence by encouraging students to invite community members to come into the school to view completed projects.

SUGGESTED INTEREST APPROACHES

1. Have students produce their own color wheel using water, food coloring (primary colors only) and clear, plastic drinking glasses.

2. To assess students recognition of sewing equipment, as a pretest, ask the students to name the equipment they associate with sewing.

3. Complete the exercise "This I Can Do."

4. Have students construct a bulletin board display using pattern envelopes from a variety of commercial patterns.

UNIT OUTLINE

CLOTHING AND TEXTILES

I. What is color

- A. Definition
- B. Classifying colors
  - 1. Primary colors
  - 2. Secondary colors
  - 3. Intermediate colors
- C. Color terminology
  - 1. Warm colors
  - 2. Cool colors
  - 3. Value and intensity
  - 4. Tints and shades
  - 5. Neutral colors

II. Care of clothes

- A. Factors to consider in devising a clothing care plan
  - 1. Daily care
  - 2. Repair
  - 3. Preventive measures

III. Shopping for clothing

- A. Clothing brands
  - 1. Designer
  - 2. Common or store brands
  - 3. Fads
- B. Principles of wardrobe planning
- C. Factors which influence cost of clothes
- D. Checklist for selecting ready-to-wear clothing

IV. Sewing equipment

- A. Small sewing equipment
- B. Sewing machine
  - 1. Parts
  - 2. Use
  - 3. Care

V. Practice stitching

- A. Control of machine
- B. Machine stitching--paper and fabric
  - 1. Straight
  - 2. Curved
  - 3. Square or pivot
  - 4. Reverse

VI. Know your pattern

   A. Brand names
   B. Guidelines for selecting patterns for beginners

VII. Simple sewing project

BASIC SKILLS CONCEPTS
CLOTHING AND TEXTILES

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Color terminology	Reading Writing	8. Complete worksheet "Optical Illusions With Color."
	Reading Writing	9. Complete "Color Match."
Objective 2 Factors to consider in devising a clothing plan	Reading	3. Review "Simple Stain Removal" chart.
	Reading Writing	5. Complete worksheet "Stain Removal Experiment."
Objective 3 Factors which influence cost of clothes.	Writing	6. Discuss factors which influence cost of clothes and list ways in which savings can be made.
	Reading Writing	7. Complete worksheet "Evaluating Clothing Purchases."
Checklist for selecting ready-to-wear clothing	Writing	8. Formulate a checklist entitled "What to Look For in Ready-to-Wear Clothing."
	Reading Writing Mathematics	9. Using catalogs, select pictures of garments suitable for school, church, parties, and sporting events. If possible obtain cost of each garment. Write summary paragraph justifying why you made these selections.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 4 Sewing equipment	Reading Writing	3. Complete worksheet "Tools for Sewing."
Objective 5 Sewing machine	Reading Writing	1. Using a diagram of a sewing machine, label parts.
Objective 6 Practice stitching	Reading Writing	5. Complete crossword puzzle "The Sewing Machine."
Objective 8 Guidelines for selecting patterns for beginners	Reading	2. Complete worksheet "This I Can Do."
Objective 9 Simple sewing project	Reading	1. View transparency "Points to Consider in Choosing a Project."
Plan of work	Reading Writing	2. Study the guide sheet included in kit and develop plan-of-work for completing project.
	Reading	3. Follow steps of plan-of-work and complete project

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. In a project, students will develop a color wheel.

Unit Content	Learning Activities
What is color --Definition --Primary colors --Secondary colors --Intermediate colors	1. Define color.
	2. Name primary, secondary and intermediate colors and discuss how secondary and intermediate colors are formed.
	3. View bulletin board in Appendix A.
	4. Examine a commercially made color wheel. Note the position of each color on the wheel.
	5. Using water, food coloring (primary colors only), and clear, plastic, drinking glasses develop a color wheel.
	6. Draw and color a color wheel in notebook.
Color terminology --Warm colors --Cool colors --Value --Intensity --Shades --Tints --Neutral colors	7. Discuss color terminology.
	8. Complete worksheet "Optical Illusions with Color" in Appendix B.
	9. Complete "Color Match" in Appendix C.

---

2. Through activities, students will demonstrate proper techniques in caring for clothing.

Unit Content

Factors to consider in devising a clothing care plan:

--Daily care
- Hang clothes properly.
- Brush or air garments before storing.
- Treat stains immediately.
- Sort garments for laundry.

--Repair
- Buttons
- Hem
- Patching
- Zippers
- Seams

--Preventive measures
- Apply make-up after dressing.
- Change to old clothes before doing messy jobs.
- Keep pockets free of bulging items.
- Wash hands after reading or handling newsprint items.
- Let deodorant dry before dressing.

Learning Activities

1. Summarize factors to consider in devising a plan for clothing care.
2. Discuss individual responsibility in caring for clothing.
3. Review "Simple Stain Removal" chart in Appendix D.
4. Demonstrate proper techniques to hang clothing.
5. Complete worksheet "Stain Removal Experiment" in Appendix E.
6. Observe demonstration on simple repairs.
7. Participate in "Simple Repair" laboratory.
8. Participate in buzz session to develop a list of preventive care measures. Discuss.

---

3. On a written test, students will list points to consider when shopping for clothing.

Unit Content	Learning Activities
Clothing brands --Designer --Common or store brands --Fads	1. View filmstrip of fashions and fads of approximately ten years ago. Discuss how styles have changed. 2. Modeling session - "Jean Day" - Students model their favorite jeans (label hidden) and class will try to identify each brand of jean. 3. Discuss why some teenagers prefer one brand of clothing over another brand.
Principles of wardrobe planning --Individual needs --Economic factors	4. Listen to fashion merchandiser from a local department store give pointers on wardrobe planning. 5. Discuss reasons for planning one's wardrobe.
Factors which influence cost of clothes --Durability --Quality of material --Up keep --Details on garment --Brand names --Fad vs. basics --Quality of construction	6. Discuss factors which influence cost of clothes and list ways in which savings can be made. 7. Complete worksheet "Evaluating Clothing Purchases" in Appendix F.
Checklist for selecting ready-to-wear clothing --Garment was cut "on grain." --Parts fit together smoothly--designs are matched at seams. --Seams are free of puckers. --Stitching is durable. --Buttons and/or snaps, hooks and eyes are securely attached. --Buttonholes are well made and durable.	8. Formulate a checklist entitled "What To Look for in Ready-to-Wear Clothing." 9. Using catalogs select pictures of garments suitable for school, church, parties and sporting events. If possible obtain cost of each garment. Write summary paragraph justifying why you made these selections.

--Hem is inconspicuous and width is appropriate for garment.
--Decorative trims are appropriate and well attached.

---

4. On a written test, students will identify basic sewing equipment.

Unit Content	Learning Activities
Sewing equipment --Scissors --Shears --Pin cushion --Thimble --Tape measure --Silk pins --Sewing gauge --Tracing wheel --Tracing paper --Sewing machine needles --Hand sewing needles	1. Pretest: List names of as many pieces of sewing equipment as you can think of. 2. Discuss proper name and use of basic sewing equipment. 3. Complete worksheet in Appendix G, "Tools for Sewing." 4. Participate in "What's in the Bag" game in Appendix H.

---

5. On a written test, students will identify parts of the sewing machine.

Unit Content	Learning Activities
Sewing machine --Parts --Use --Care	1. Using a diagram of a sewing machine, label parts. Appendix I. 2. Using the labeled diagram of the sewing machine, locate parts on sewing machine in classroom. 3. Discuss proper use and care of the sewing machine.

6. As a project, students will construct samples of basic machine stitching and hand stitching.

Unit Content

Practice stitching
- --Control of machine
- --Machine stitching
  - . Straight
  - . Curved
  - . Square or pivot
  - . Reverse
- --Hand stitching

Learning Activities

1. Complete activity in Appendix J using sewing machine.
2. Demonstrate proper threading of bobbin in machine.
3. Earn operator's license in Appendix K.
4. Construct samples of basic stitches.
5. Complete crossword puzzle in Appendix L.

---

7. As a project, students will prepare a display of commercial patterns.

Unit Content

Know your pattern
- --Brand names
  - . Simplicity
  - . Butterick
  - . McCalls
  - . Vogue
  - . Stretch and Sew
  - . Kwik-Sew
- --Pattern envelope

Learning Activities

1. Construct a bulletin board display using envelopes of patterns made by various companies in Appendix M.
2. Discuss information on pattern envelope.

---

8. Through discussion, students will name the steps to consider when selecting a pattern for a beginner.

Unit Content

Guidelines for selecting patterns for beginners
- --Few pattern pieces
- --Large pieces
- --Few sewing details

Learning Activities

1. Discuss characteristics of simple sewing project.
2. Complete checksheet "This I Can Do" in Appendix N.
3. Select class project.

9. Through discussion, students will develop a plan-of-work to follow in completing a simple sewing project.

Unit Content

Simple sewing project
  --(Recommend prepackaged kit or teacher designed project)

Plan of work
  --Reasons for using
  --Developing

Learning Activities

1. View transparency in Appendix O "Points to Consider In Choosing a Project."
2. Study the guide sheet included in kit and develop plan-of-work for completing project.
3. Follow steps of plan-of-work and complete project.
4. Design and set up a display of finished projects.
5. Develop a media approach to invite community to view display.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project for mass media, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, and newspapers selected by the teachers. Fabric scraps, sewing equipment, commercial pattern envelopes, food coloring, and plastic glasses selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Clothing: A Consumer's Guide," Learning Seed Company, 21250 Andover, Kildeer, Illinois 60047.

"Good Buys: Alternatives to Shopping Malls," Learning Seed Co., 21250 Andover, Kildeer, Illinois 60047.

"Planning Your Wardrobe," Glencoe, Bennett and McKnight, 809 W. Detweiller Drive, Peoria, Illinois 61615.

"Revitalize Your Clothes." Glencoe, Bennett and McKnight, 809 W. Detweiller Drive, Peoria, Illinois 61615.

"Starting to Sew," Glencoe, Bennett and McKnight, 809 W. Detweiller Drive, Peoria, Illinois 61615.

"The Learn to Sew Filmstrip Show," To Sew, P. O. Box 974, Malibu, California 90265.

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Chamberlain, Valerie and Jacque Lythe. Teacher's Resource Guide to Accompany Teen Guide. New York: Webster Division/McGraw-Hill Book Company, 1985.

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Co., 1983.

Home Economics Curriculum Guide for Middle Schools. Lake Charles, Louisiana: Calcasieu Parish School Board.

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Lyle, Dorothy S. and Jeanne Brinkley. *Contemporary Clothing*. Peoria, Illinois: Bennett and McKnight Publishing Co., 1983.

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Stone, Deborah Ross. *Young Living - Student Guide*. Peoria, Illinois: Bennett Publishing Co., 1983.

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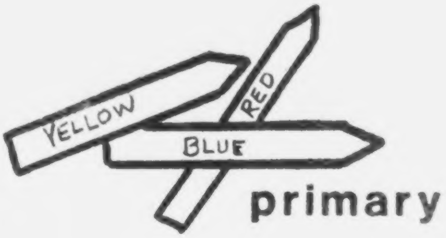
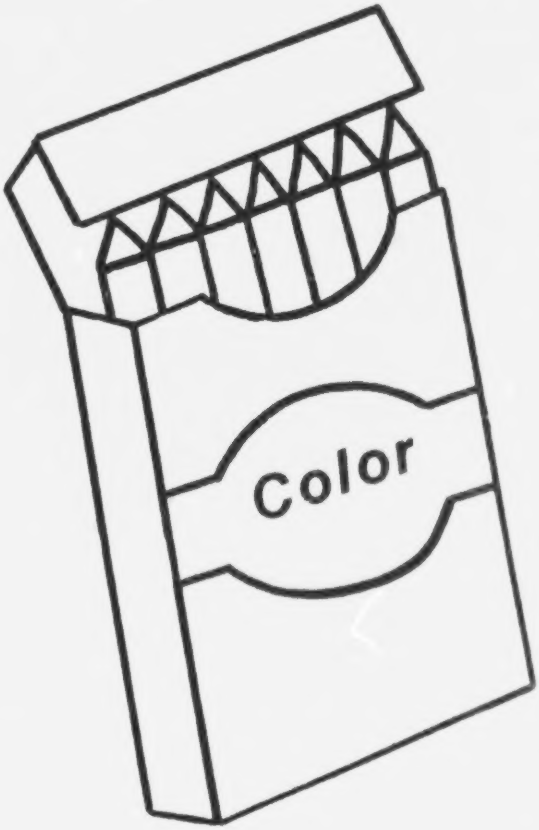
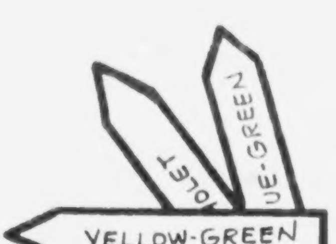
COLOR IN YOUR WARDROBE





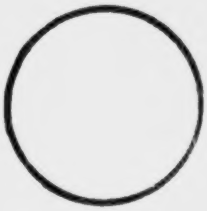


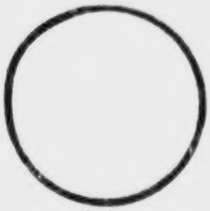
Appendix B

OPTICAL ILLUSIONS WITH COLOR

Directions: Use colored pens, pencils, or crayons to complete the exercise below.

1. Color figure (a) a very bright color and (b) a dull color. Which figure appears larger?


(a)

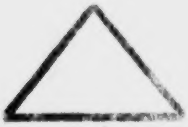

(b)

2. Color figure (a) a warm color and (b) a cool color. Which figure appears larger?

(a)

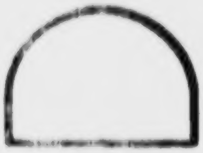
(b)

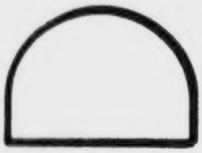
3. Color figure (a) a solid color and (b) a mixture of colors in a pattern. Which figure appears larger?


(a)

(b)

4. Color figure (a) a very light color and (b) a dark color. Which figure appears larger?


(a)


(b)

Appendix B

ANSWER KEY

1. a

2. a

3. Answer depends on colors and patterns used

4. a

Appendix C

COLOR MATCH

Directions:

Match each item in Column 1 with a correct response in Column 2. Put the number of the correct response in the blank preceding the words in Column 1.

COLUMN 1

_____ A. Cool
_____ B. Warm
_____ C. Primary
_____ D. Hue
_____ E. Monochromatic
_____ F. Value
_____ G. Triad

COLUMN 2

1. The name that is given to a color.
2. The lightness or darkness of a color.
3. These colors are associated with forests, water, sky and shadows.
4. Colors from which all other colors can be made.
5. Three colors that are equal distances from each other on the color wheel.
6. A combination of various values and intensities of a single color.
7. These colors are associated with the sun and fire.

COLUMN 1

_____ A. Tint
_____ B. Secondary
_____ C. Complementary
_____ D. Intensity
_____ E. Analogous
_____ F. Intermediate
_____ G. Shade

COLUMN 2

1. Brightness or dullness of a color.
2. Made by adding black to a hue.
3. Two or three similar colors that are next to one another on a color wheel.
4. Made by adding white to a color.
5. These colors are made by combining equal amounts of primary colors.
6. This color is made by mixing a primary and a secondary color.
7. Two colors that are across from each other on a color wheel.

Appendix C

ANSWER KEY

3 A. Cool

7 B. Warm

4 C. Primary

1 D. Hue

6 E. Monochromatic

2 F. Value

5 G. Triad

4 A. Tint

5 B. Secondary

7 C. Complementary

1 D. Intensity

3 E. Analogous

6 F. Intermediate

2 G. Shade

APPENDIX D

[illegible] STAIN REMOVAL

Directions:

Use this list of methods as a reference for removing common stains.

BLOOD	Soak in cool water 30 minutes or longer. If stain remains, soak 30 minutes in lukewarm water with an enzyme presoak. Rinse. Rub detergent into any remaining stain. Rinse. If stain still remains, put a few drops of 3 percent hydrogen peroxide on stain for 3 to 5 minutes. Rinse thoroughly. Launder.
CATSUP	Sponge with a nonflammable drycleaning solvent or apply a prewash soil-and-stain remover. Launder. This stain often contains oil more easily removed with drycleaning solvents than water. If stain remains, apply a light-duty liquid detergent to the stain. Launder. If stain remains, soak 30 minutes in enzyme presoak. Rinse.
CHEWING GUM	Harden gum with ice cube. Scrape off excess. Sponge with a safe drycleaning solvent. Dry. Wash following regular laundry procedures.
CHOCOLATE	Sponge with nonflammable drycleaning solvent or apply a prewash soil-and-stain remover. Launder. If greasy stain remains, apply a light-duty liquid detergent to the stain. Launder. For any remaining stain, soak 30 minutes in enzyme presoak. Rinse. Launder.
COSMETICS	Sponge with nonflammable drycleaning solvent or apply a prewash soil-and-stain remover to the stain. Launder. Repeat treatment if necessary. If stain remains, put a few drops of ammonia in light-duty liquid detergent solution and apply to stain. Rinse. Launder.
DEODORANTS AND ANTIPERSPIRANTS	For light stains, treat with liquid detergent or your regular laundry detergent. Launder with detergent in hottest water safe for fabric. For heavy stains, place fabric face down on towel and treat with a safe drycleaning solvent. Treat with liquid detergent or rub your regular detergent on the stain. Launder in the hottest water safe for fabric.
GRASS	Soak at least 30 minutes in cool water with enzyme presoak. Launder, using detergent and hottest water safe for fabric. Rinse. If stain remains, bleach with 3 percent hydrogen peroxide. Rinse. Launder.

GREASE, OIL	Use talcum powder to absorb as much grease as possible. Brush thoroughly. Sponge with a nonflammable drycleaning solvent or soil-and-stain remover. Launder in hottest water safe for the fabric, using plenty of detergent. If stain remains, a second treatment may be necessary.
INK (BALLPOINT PEN)	Sponge stain continually with amyl acetate. Follow by sponging with a nonflammable drycleaning solvent until the bleeding stops. Dry. Repeat if necessary. Launder. If stain remains, bleach if safe for the fabric.
INK (FELT TIP)	Follow procedure given for ballpoint ink.
INK (FOUNTAIN PEN)	Run cool water through stain to loosen pigment. Rub lemon juice and detergent into the stain. Let stand 5 minutes. Launder.
LIPSTICK	Sponge with a safe drycleaning solvent. Use diluted chlorine bleach if necessary. If bleaching is necessary for colored fabrics, use a perborate bleach.
NAIL POLISH	Sponge with nail polish remover or a safe drycleaning solvent. Wash following regular laundry procedures. If the stain remains, sponge with a denatured alcohol to which a few drops of ammonia have been added. Wash again.
PAINT (OIL BASE)	Treat stain while still wet. If unable to treat immediately, wrap in plastic or airtight wrap to prevent drying. Sponge with a nonflammable drycleaning solvent. Rinse. If a particular solvent is recommended as a thinner for the paint, treat the stain with that solvent. While the stain is wet with the solvent, work liquid detergent into it. If the stain remains, soak the articles in hot water overnight. Launder. Repeat procedure if necessary. Alcohol will remove most shellac stains.
PAINT (WATER BASE)	Treat stain while still wet. These paints are difficult to remove from fabrics after they have dried. Sponge with a nonflammable drycleaning solvent. Soak in cool water to loosen paint. Launder.
PERSPIRATION	Soak in warm water with enzyme presoak product. Wash in hottest water safe for fabric. If stain remains, dampen and sprinkle again with meat tenderizer. Let stand for 30 minutes to 1 hour. Treat with a safe drycleaning solvent. Rub detergent on the stain. Launder again.

SOFT DRINKS	Sponge immediately with cool water to remove all stain. If the stain remains, soak 15 minutes in a solution of lukewarm water, light-duty liquid detergent and a few drops of white vinegar. Launder. If stain remains, soak in a solution of warm water and an enzyme presoak for 30 minutes. Launder. Note: Some soft drinks are invisible after drycleaning but may yellow with age or heat. The yellow stain may be difficult to remove.

Appendix E

STAIN REMOVAL EXPERIMENT

Directions:

Select two common stains. Using the fabric provided by the teacher, apply the stains. Treat the stain following instructions on the "Simple Stain Removal Chart." Evaluate results.

STAIN #1: ____________________

METHOD OF REMOVING: ____________________

EVALUATION: ____________________

STAIN #2: ____________________

METHOD OF REMOVING: ____________________

EVALUATION: ____________________

Appendix F

EVALUATING CLOTHING PURCHASES

Directions:

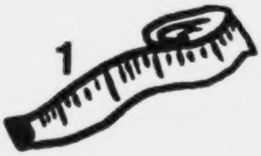
Read each statement below carefully. Evaluate your clothing purchases by checking the column that best describes you.

I:	Most of the Time	Some-times	Not Usually
1. look for sale items when shopping for clothing.			
2. try to find clothes that are different--those that are the newest fashions.			
3. shop for name brands.			
4. am satisfied with my purchases.			
5. shop at exclusive shops.			
6. look for clothes that are practical for everyday wear.			
7. make sure the garments fit before leaving the store.			
8. read the care label before purchasing a garment.			
9. make sure the garment is well-made before purchasing it.			
10. keep within the limits of my clothing budget.			

Appendix G

TOOLS FOR SEWING

Directions: Write the correct name of each sewing tool in the corresponding blanks provided.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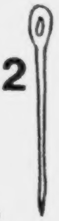
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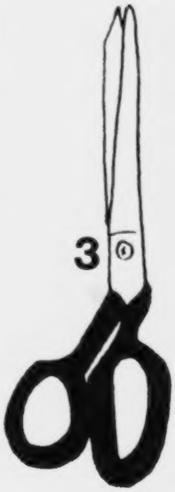
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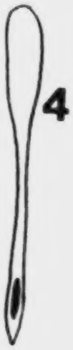
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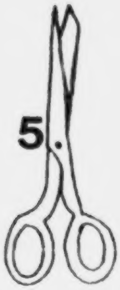
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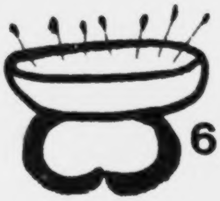
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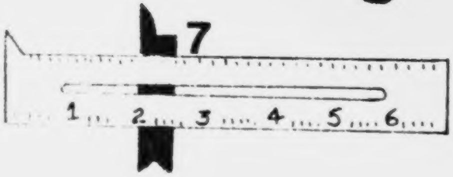
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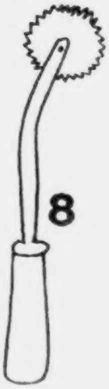
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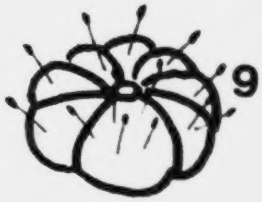
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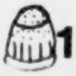
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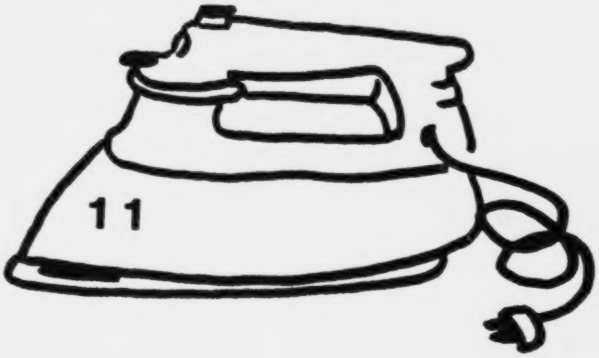
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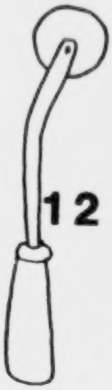

12

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Appendix G

ANSWER KEY

1. Tape measure
2. Hand sewing needle
3. Shears
4. Sewing machine needle
5. Scissors
6. Wrist pin cushion
7. Sewing gauge
8. Serrated-edge tracing wheel
9. Pin cushion
10. Thimble
11. Steam iron
12. Smooth-edged tracing wheel

Appendix H

WHAT'S IN THE BAG?

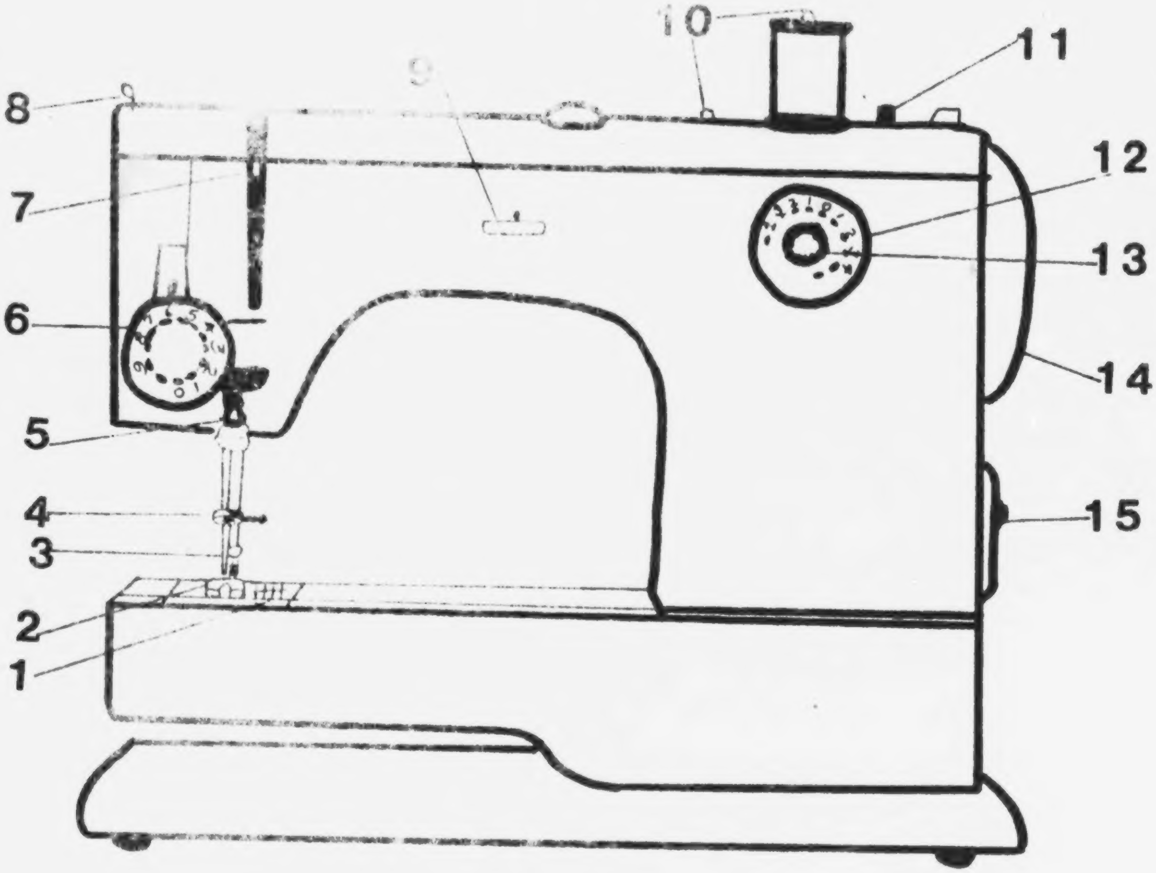
Directions:

This activity should be used after students have been introduced to basic sewing tools.

Decorate a paper bag using the title "What's in the Bag?" Place several sewing tools in the decorated bag before class begins. For example: tape measure, scissors, shears, wrist pin cushion, etc. Set the bag on a table that is visible to all.

Select one student to grab an item from the bag. The student must identify the item using its correct name and tell what it is used for. Continue to select students until all "tools" have been identified.

[illegible] I
PARTS OF A SEWING MACHINE



Directions:

Identify each numbered part by writing its correct name in the corresponding blank.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

Appendix I

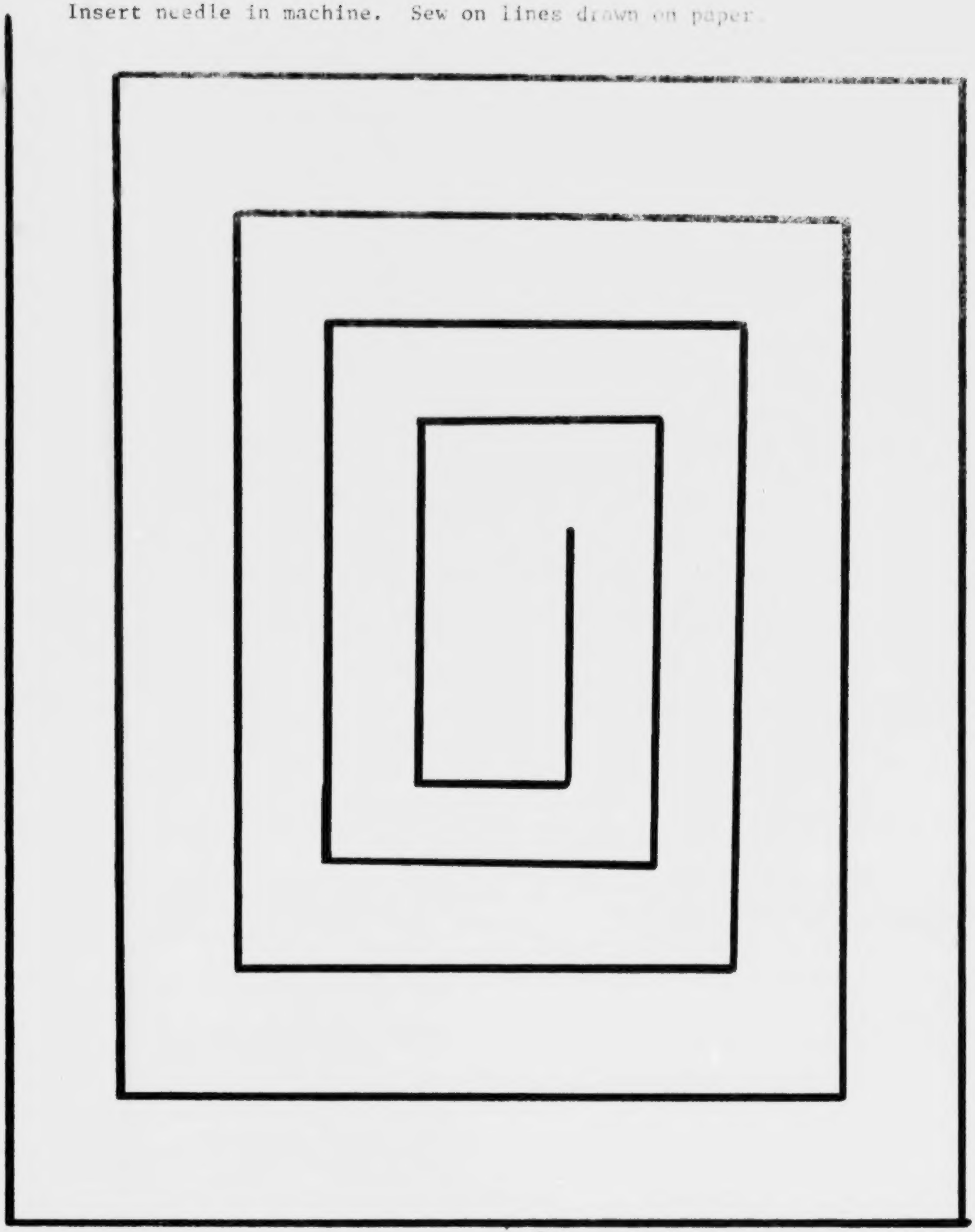
ANSWER KEY

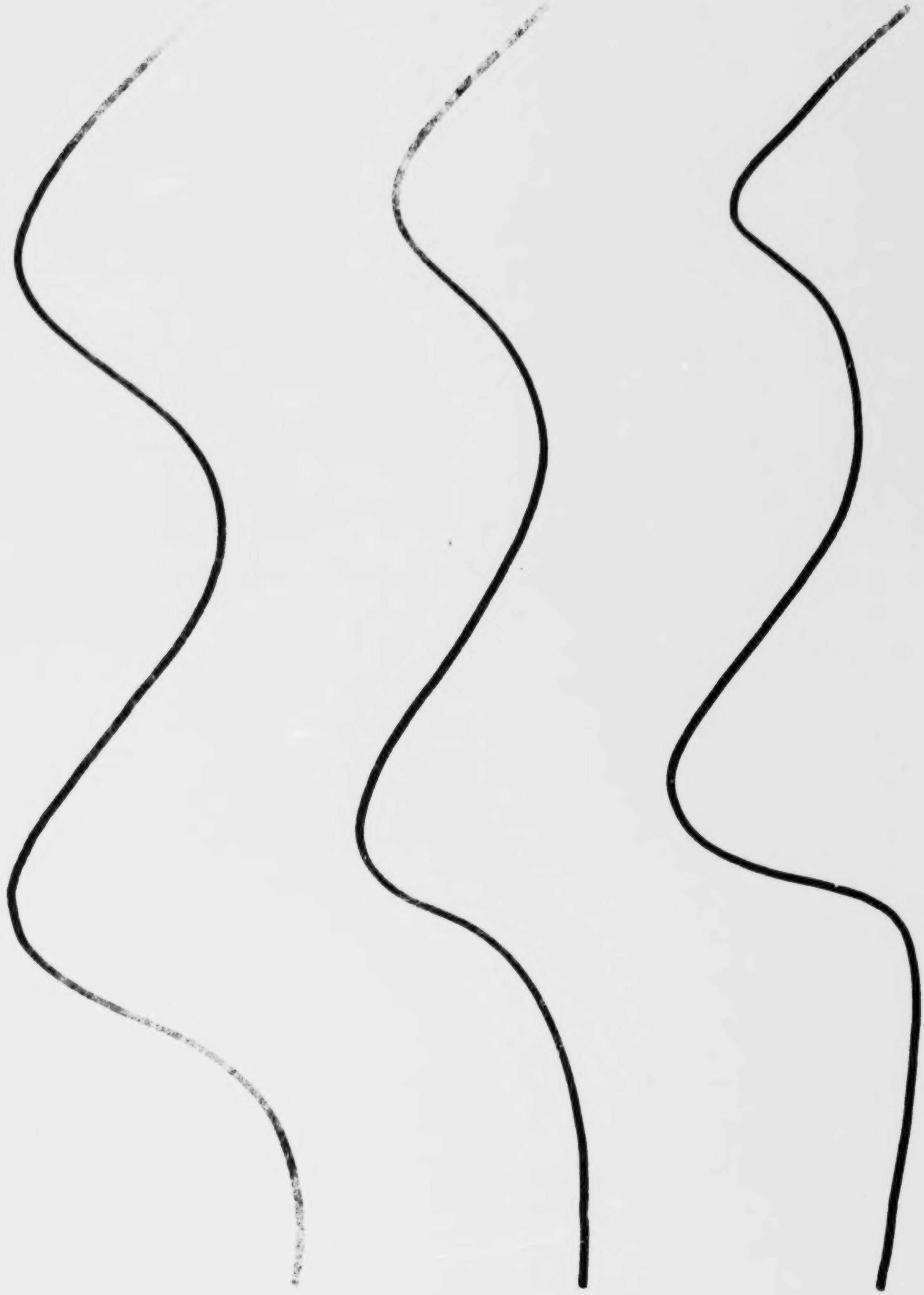
1. Throat plate
2. Presser foot
3. Needle
4. Needle clamp
5. Thread guide
6. Thread tension control
7. Take-up lever
8. Thread guide
9. Needle position wheel
10. Spool pins
11. Bobbin winder
12. Stitch length dial
13. Reverse lever
14. Hand wheel
15. Light switch

Appendix J

Directions:

Insert needle in machine. Sew on lines drawn on paper.

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Appendix K

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: ________ DATE: ________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

SEWING MACHINE OPERATOR'S LICENSE

NAME: ______________________________

ADDRESS: ___________________________

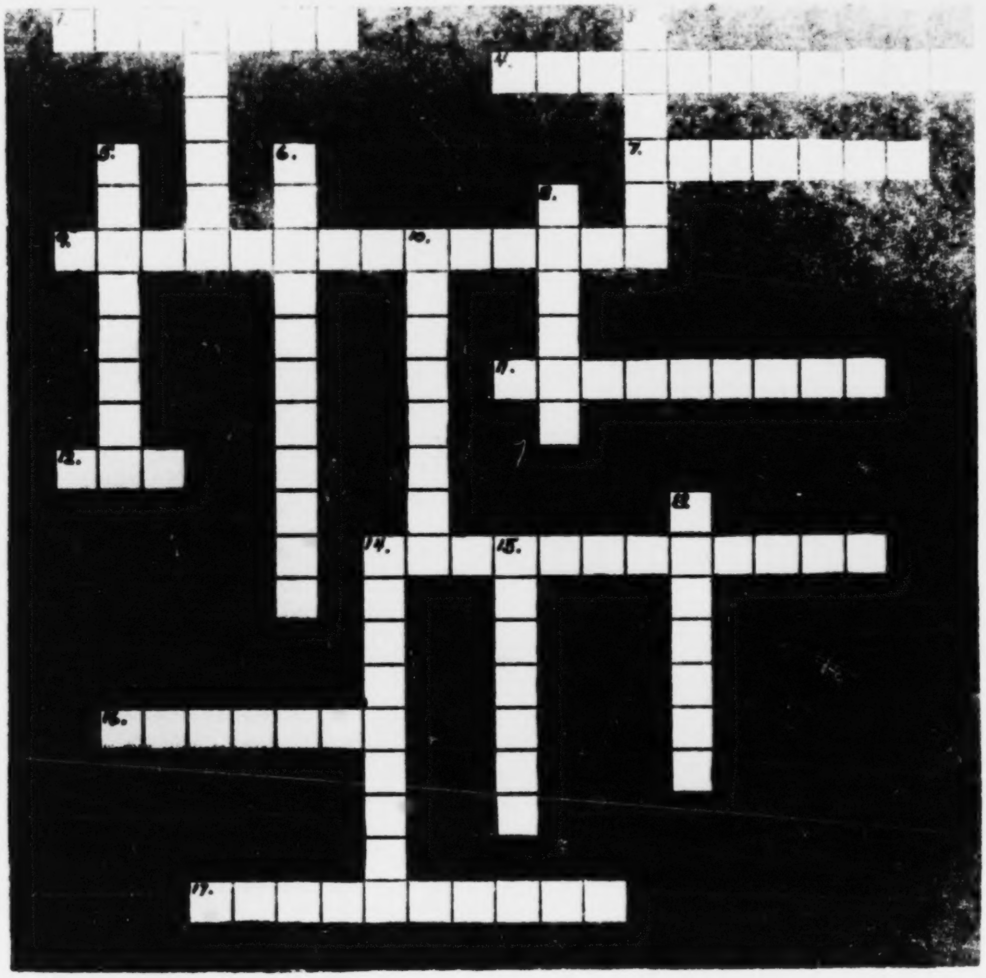
SCHOOL: ____________________________

GRADE: _____ DATE: __________

TEACHER: ___________________________

Appendix I

THE SEWING MACHINE



ACROSS:

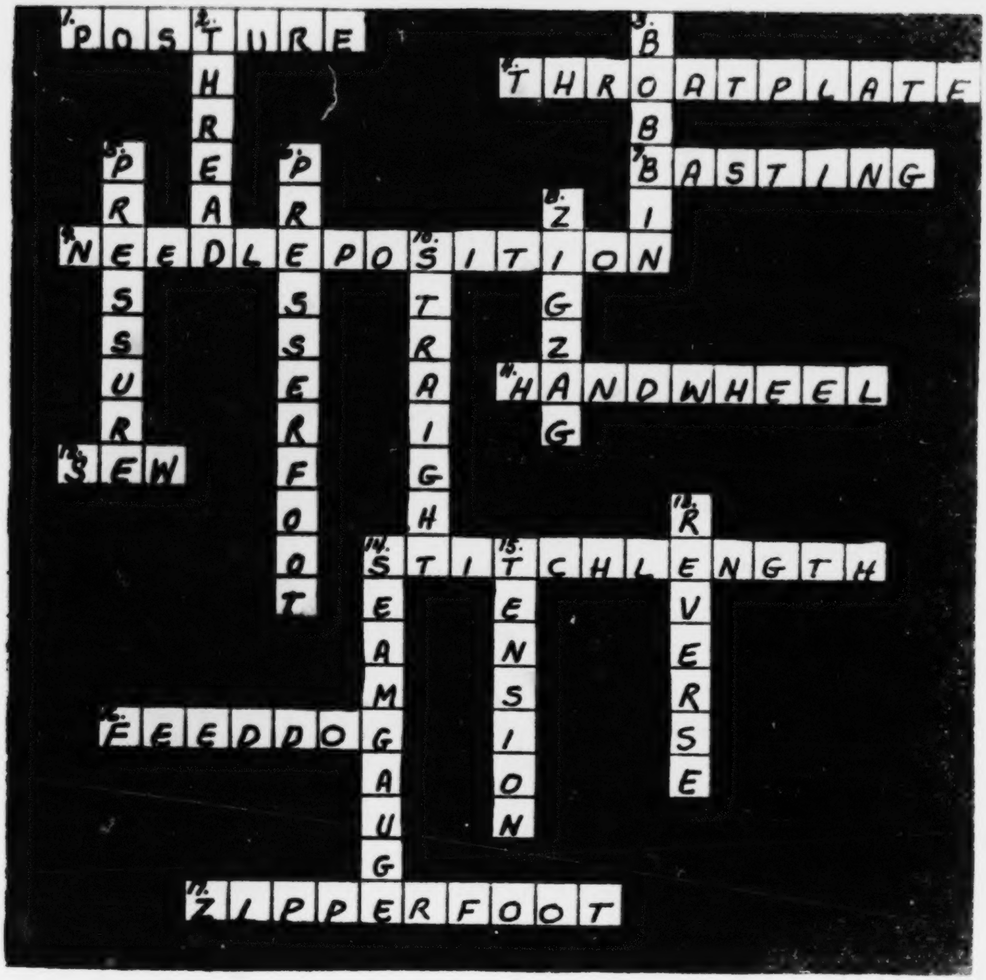
1	The way you sit or stand.
4	Sliding section which covers the bottom thread holder.
7	A temporary stitch.
9	L or C or R, a setting on the machine.
11	Part of the machine you turn to start.
12	To construct.
14	A certain number of stitches per inch.
16	Helps move the fabric under the needle.
17	A device used to sew very close when attaching a garment closure.

DOWN:

2	A strand used for sewing.
3	Device which holds the bottom thread.
5	Adjustment that determines how secure a fabric is held when sewing.
6	Device that holds the fabric secure.
8	Not a straight stitch.
10	A type of stitch.
13	Not forward.
14	A guide for stitching a certain distance from fabric edge.
15	How the top and bottom threads loop.

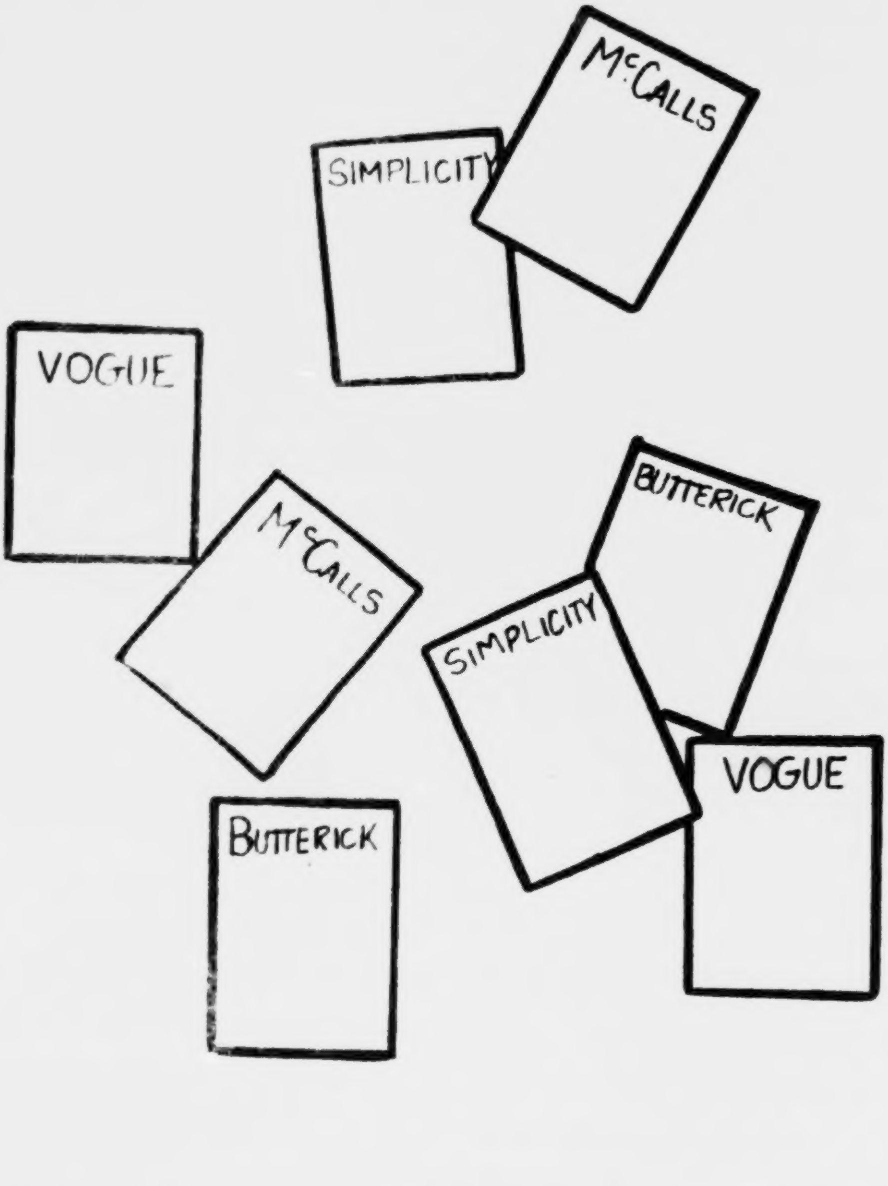
Appendix L

ANSWER KEY



WHAT'S IN A NAME? --

IT'S YOUR CHOICE!



Appendix N
THIS I CAN DO

Directions: Using the checklist below, evaluate your sewing skills. Check the column that best describes your ability to complete the skill.

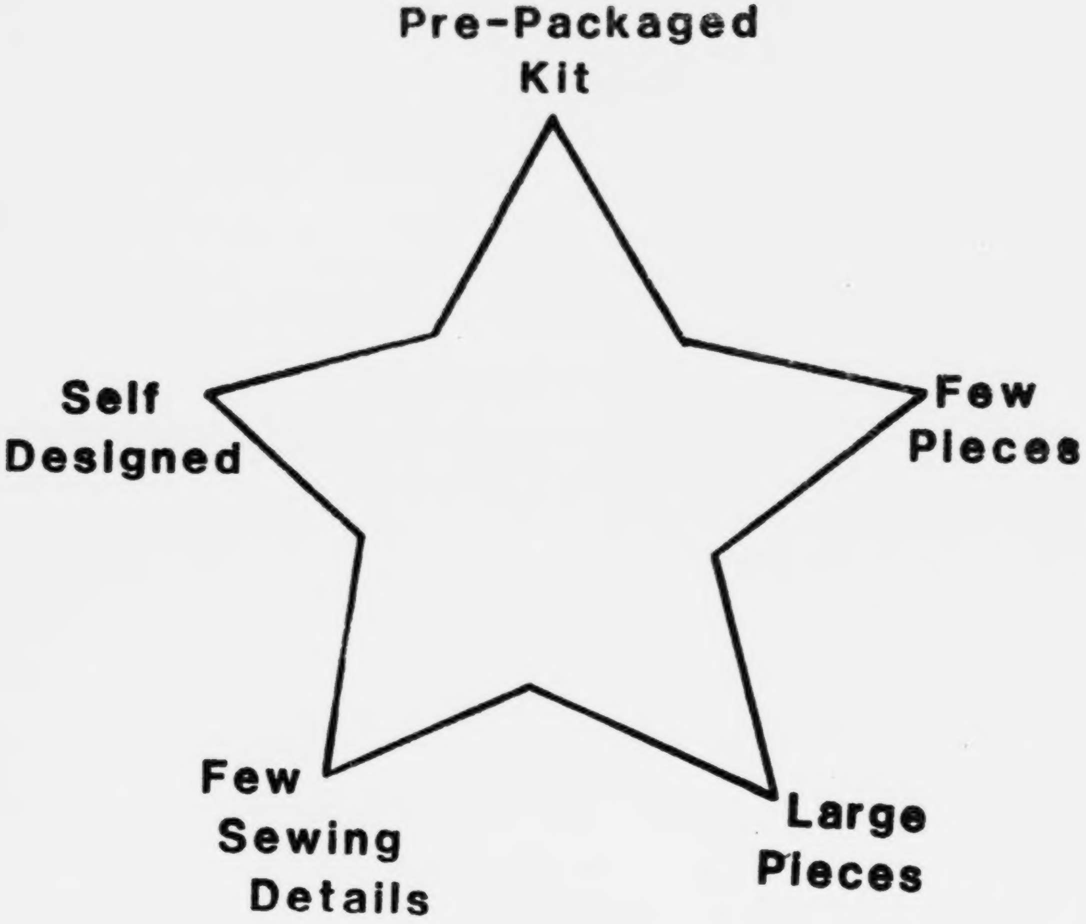
Sewing Skill Checklist

Skills	Can Do	Cannot Do
Backstitch.		
Sew a circle.		
Thread a machine.		
Wind a bobbin.		
Sew a straight line.		
Machine baste.		
Turn a corner (pivot).		
Regular machine stitching.		
Straighten fabric ends.		
Place fabric on grain.		
Select an easy project.		
Read the pattern envelope.		
TOTALS (add up check marks in each column).		

If you answered "Can Do" for ten or more of these skills, you're ready to begin a project. If you answered "Can Do" for fewer than ten, you need to practice those skills.

Appendix O

POINTS TO CONSIDER



IN CHOOSING A PROJECT

UNIT TEST

CLOTHING AND TEXTILES

PART I: MATCHING

Directions: Match each term in Column I with its correct definition in Column II. Put the number of the correct response in the blank preceding the term in Column I.

COLUMN I

_____ A. monochromatic

_____ B. triad

_____ C. hue

_____ D. cool

_____ E. value

_____ F. primary

_____ G. warm

COLUMN II

1. The name that is given to a color.
2. These colors are associated with the sun and fire.
3. Made by adding black to a color.
4. The lightness or darkness of a color.
5. A combination of various values and intensities of a single color.
6. Brightness or dullness of a color.
7. Three colors that are equal distances from each other on the color wheel.
8. Colors from which all other colors can be made.
9. These colors are associated with forests, water, sky and shadows.

PART II: TRUE-FALSE

Directions: Place the word "True" in the blank to the left of each statement if the statement is true or the word "False" if it is false.

__________ 1. A warm colored figure appears larger than a cool colored figure.

__________ 2. Apply make-up after dressing.

__________ 3. Dress while deodorant is still wet.

__________ 4. The only two types of machine stitchings are curved and reverse.

__________ 5. The feed dog helps move the fabric under the needle.

__________ 6. The pattern envelope gives information about notions, pattern sizes and amount of fabric needed.

PART III: MULTIPLE CHOICE

Directions: In the blank provided, place the letter corresponding to the word or words which best completes the statement.

_____ 1. Factors which influence the cost of clothes are _____
(a) up keep, brand names and durability.
(b) color, fabric and store purchased from.
(c) individual needs, economic factors and cut on grain.

_____ 2. The device on a sewing machine that holds the fabric secure is the _____
(a) needle.
(b) throat plate.
(c) presser foot.

_____ 3. A strand used for sewing is called _____
(a) string.
(b) yarn.
(c) thread.

_____ 4. The device which holds the bottom thread in the sewing machine is _____
(a) throat plate.
(b) bobbin.
(c) thread guide.

_____ 5. To construct is to _____
(a) make.
(b) stitch.
(c) sew.

_____ 6. A guide for stitching a certain distance from fabric edge.
(a) seam gauge
(b) thread guide
(c) ruler

_____ 7. All are brand names of patterns except _____
(a) Simplicity.
(b) Mr. Calls.
(c) Butterick.

_____ 8. All are guidelines for selecting patterns for beginners except _____
(a) small pattern pieces.
(b) few pattern pieces.
(c) few sewing details.

_____ 9. What color is between green and blue?
(a) blue green
(b) green blue
(c) violet

_____ 10. What color is between orange-yellow and red-orange?
(a) yellow
(b) red
(c) orange

PART IV: MATCHING
Directions: Match each item in Column I with a correct response in Column II. Put the number of the correct response in the blank preceding the words in Column I.

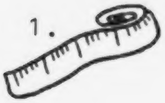
COLUMN I	COLUMN II
_____ A. secondary	1. Two colors that are across from each other on a color wheel.
_____ B. intensity	2. Brightness or dullness of a color.
_____ C. intermediate	3. The name given to a color.
_____ D. tint	4. Made by adding black to a hue.
_____ E. analogous	5. This color is made by mixing a primary and a secondary color.
_____ F. shade	6. Two or three similar colors that are next to one another on a color wheel.
_____ G. complementary	7. These colors are made by mixing equal amounts of primary colors.
	8. Made by adding white to a color

PART V: SHORT COMPLETION
Directions: Write the correct word(s) in the blank(s) to the left of each statement.

____________________ 1. What are the primary colors? (1), (2), (3)
____________________ 2.
____________________ 3.
____________________ 4. What are the secondary colors? (4), (5), (6)
____________________ 5.
____________________ 6.
____________________ 7. What are the 2 factors to consider in
____________________ 8. devising a clothing care plan? (7), (8)

PART VI: IDENTIFICATION

Directions: Write the correct name of each sewing tool in the corresponding blank provided.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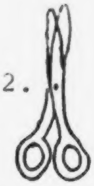
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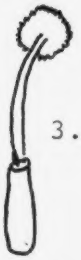
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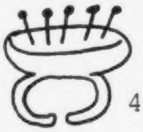
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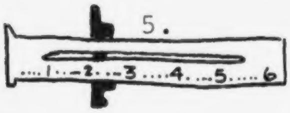
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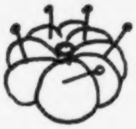
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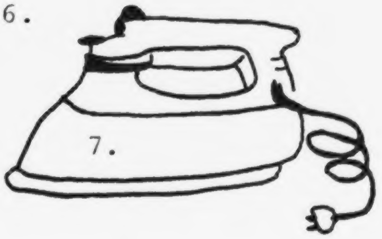
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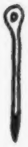
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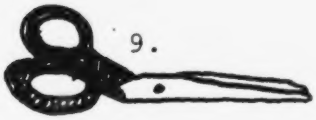
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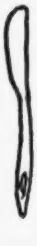
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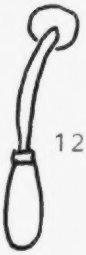
11.


12.

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________

11. ______________________

12. ______________________

UNIT TEST - ANSWER KEY

CLOTHING AND TEXTILES

PART I: MATCHING

5 A.
7 B.
1 C.
9 D.
4 E.
8 F.
2 G.

PART II: TRUE-FALSE

T 1.
T 2.
T 3.
F 4.
T 5.
F 6.
F 7.
T 8.
F 9.
T 10.
T 11.
T 12.

PART III: MULTIPLE CHOICE

A 1.
C 2.
C 3.
B 4.
C 5.
A 6.
B 7.
A 8.
A 9.
C 10.

PART IV: MATCHING

7 A.
2 B.
5 C.
8 D.
6 E.
4 F.
1 G.

PART V: SHORT COMPLETION

Red 1.

Blue 2.

Yellow 3.

Orange 4.

Violet 5.

Green 6.

(any two of three)
Daily care 7.

Repair 8.

Preventive measures

PART VI: IDENTIFICATION

Tape measure 1.

Scissors 2.

Serrated-edged tracing wheel 3.

Wrist pin cushion 4.

Sewing gauge 5.

Pin cushion 6.

Steam iron 7.

Hand sewing needle 8.

Shears 9.

Sewing machine needle 10.

Thimble 11.

Smooth-edged tracing wheel 12.

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT VI: CONSUMER AWARENESS

SUGGESTED TIME: 1-3 WEEKS

UNIT SIX

CONSUMER AWARENESS

INTRODUCTION

Teenagers are holding jobs and earning money for themselves. The buying decisions of teenagers have an impact on the country's economy. The buying decisions of teenagers are affected by their emotions and influenced by advertising. The main focus of this unit is to provide teenagers with decision-making skills that will help them to get fair value for the money they spend.

COMPETENCIES

1. Recognize the basic rights and responsibilities of consumers.
2. Develop an awareness of the penalties of shoplifting.
3. Identify some of the ways that teenagers can earn income.
4. Consider ways to make the best use of money.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify the rights and responsibilities of the teenage consumer.
2. Understand that shoplifters are breaking laws and must face the consequences of their actions.
3. Explain how earned income can be used to buy goods and services.
4. Identify the difference between a need and a want when deciding how to spend money.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will identify key terms in consumer education.
2. In a writing assignment, students will explain the rights and responsibilities of teenage consumers.
3. In a discussion, students will identify the problems faced by teenagers caught shoplifting.
4. In a discussion, students will identify the sources of income for teenagers.

5. On a written test, students will list the basic steps in the decision-making process and ways teens spend money.

6. In a discussion, students will list examples of basic needs and wants.

7. In a writing assignment, students will compare prices of different brands of products commonly used in the home.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the responsibilities of teenagers as consumers. The materials in the appendix are to be used to enhance the presentation of the subject matter. Invite a speaker to discuss the problems that can arise from shoplifting. View filmstrips designed to make students aware of shopping skills. Design a collage showing the needs and wants of a typical teenager.

SUGGESTED INTEREST APPROACHES

1. Administer pre-test of important consumer terms.

2. Prepare flash cards of key terms and definitions. Use as a review drill.

3. Ask students to identify ways they can earn money.

4. Complete case studies using the decision-making process.

5. Students make a collage with pictures from magazines to show the typical wants and the basic needs of teenage consumers.

6. Use advertisements and trips to stores to compare prices of different products commonly used by teenagers.

UNIT OUTLINE

CONSUMER AWARENESS

I. The teenage consumer
  A. Key terms
  B. Rights
  C. Responsibilities

II. Shoplifting

III. Sources of income

IV. Spending money
  A. Decision-making process
  B. Needs vs. wants
  C. Making purchasing decisions
  D. Types of stores

BASIC SKILLS CONCEPTS
CONSUMER AWARENESS

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Key terms	Reading Writing	1. Take pretest on terms related to consumer education.
	Reading Writing	2. View transparency and develop list of vocabulary terms.
Objective 2 Rights of consumers Responsibilities of consumers	Writing	2. Divide into groups and list rights and responsibilities of consumers.
	Reading	3. View and discuss transparency on "Consumer Rights."
Steps to follow in becoming a good shopper	Reading	5. Review "Consumer Do's and Don'ts."
	Reading Writing	6. Complete quiz "What Kind of Consumer Are You?"
	Reading Writing	7. Complete "Shopping Decisions."
Objective 4 Ways to earn money	Reading	4. View bulletin board "Teenage Jobs . . . A Whale of a Choice."
Objective 5 Ways teens spend money	Reading Writing	1. Complete "Purchasing Decisions" exercise.
Decision-making process	Reading Writing	5. Read "Making Consumer Decisions" case studies and complete "Decision-Making Chart."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Needs v. wants	Reading Writing Mathematics	6. Complete sheet "The Big Surprise."
Objective 7 Steps to follow when making purchasing decisions	Reading Writing Mathematics	1. Complete "Shopping Comparisons" worksheet.
	Reading	2. View bulletin board "Shop Around."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

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1. On a written test, students will identify key terms in consumer education.

Unit Content	Learning Activities
Key terms --Advertisement --Allowance --Brands --Budget --Comparisons --Consumer --Customer --Decision --Expenses --Goal --Goods --Income --Label --Merchandise --Need --Planning --Priorities --Purchase --Savings --Standards --Use --Value --Want	1. Take pretest on terms related to consumer education. Appendix A. 2. View transparency and develop list of vocabulary terms. Appendix B. 3. Participate in flash card review.

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2. In a writing assignment, students will explain the rights and responsibilities of teenage consumers.

Unit Content	Learning Activities
Rights of consumers --The right to safety --The right to be informed --The right to choose --The right to be heard	1. View filmstrip "Shopping with Skill." 2. Divide into groups and list rights and responsibilities of consumers. Select a spokesperson to report group findings.

Responsibilities of consumers --To be informed --To be a good shopper --To make intelligent choices --To follow directions --To make legitimate complaints	3. View and discuss transparency on "Consumer Rights" in Appendix C.
Steps to follow in becoming a good shopper --Know sizes --Check labels --Follow advertising --Read literature --Share information	4. Discuss the steps to follow in becoming a good shopper. 5. Review "Consumer Do's and Don'ts" in Appendix D. 6. Complete quiz "What Kind of Consumer are You?" in Appendix E. 7. Complete "Shopping Decisions" in Appendix F.

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3. In a discussion, students will identify the problems faced by teenagers caught shoplifting.

Unit Content	Learning Activities
Consequences of shoplifting --Against the law . Can be arrested . Can be placed in juvenile correction center . Can be placed on parole . Juvenile record --Causes prices to rise to cover losses --Humiliation if friends and family find out	1. Listen to a law enforcement officer speak on the perils of shoplifting. 2. Discuss consequences of shoplifting.

---

4. In a discussion, students will identify the sources of income for teenagers.

Unit Content	Learning Activities
Ways to earn money --Babysitting --Tutoring	1. In a group discussion identify the sources of income available to teenagers.

--Mowing the lawn
--Doing household chores
--Part-time jobs
--Recycling goods
--Newspaper delivery person

Other forms of income
--Allowance
--Money gifts

2. Develop class poster entitled "How We Earn Our Money." Each class member brings a picture representing a source of earnings.
3. View filmstrip on the sources of income, "Your Money and You."
4. View bulletin board "Teenage Jobs . . . A Whale of A Choice" in Appendix G.

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5. On a written test, the student will list the six basic steps in the decision-making process and ways teens spend money.

Unit Content

Ways teens spend money
--Snack foods
--Cosmetics
--Radios
--Clothing
--Movies
--Fad items
--Magazines
--Records and tapes
--Jewelry

Decision-making process
--Stating the problem
--Collecting the facts
--Considering choices
--Making a decision
--Acting on the decision
--Evaluating the results

Learning Activities

1. Complete "Purchasing Decisions" exercise in Appendix H.
2. Brainstorm ways teens spend money.
3. Discuss use of the decision-making process in making purchases.
4. View and discuss the filmstrip "Decision-Making for Consumers."
5. Read "Making Consumer Decisions" case studies Appendix I and complete "Decision-Making Chart."

6. Through discussion, students will list examples of basic needs and wants.

Unit Content	Learning Activities
Needs v. wants	1. Define terms, needs and wants.
	2. Buzz Group: "What are the basic needs and wants of teenage consumers?"
Basic physical needs --Food --Clothing --Shelter --Medical care	3. Collect magazine pictures to illustrate basic physical needs.
	4. Collect magazine pictures to illustrate common teenage wants.
	5. Design a collage of needs vs. wants.
	6. Complete sheet "The Big Surprise" in Appendix J.

7. In a writing assignment, students will compare prices of different brands of products commonly used in the home.

Unit Content	Learning Activities
Steps to follow when making purchasing decisions --Compare brands --Compare prices --Read labels	1. Complete "Shopping Comparisons" worksheet in Appendix K.
	2. View bulletin board "Shop Around" in Appendix L.
Types of stores --Corner store --Convenience store --Supermarket --Discount store --Department store --Specialty store --Mail-order houses	3. View filmstrip "Umpteen Ways People Shop."
	4. Discuss kinds of stores and the effect of kind of store on prices of goods.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project for mass media, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks and magazines selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Decision-Making for Consumers," J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, New York 10019.

"Developing Values," Guidance Associates, 757 Third Avenue, New York, New York 10017.

"Shopping With Skill," The Proctor and Gamble Co., P. O. Box 14009, Cincinnati, Ohio 45214.

"Umpteen Ways People Shop," J. C. Penney Co., Inc. 1301 Avenue of the Americas, New York, New York 10019.

"Your Money and You," Money Management Institute, Prudential Plaza, Chicago, Illinois.

RESOURCES

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Company, 1983.

Consumer Education Curriculum Guide, Bulletin 1474. Baton Rouge, Louisiana: Louisiana State Department of Education.

Remy, Carol. A Bunch of Home Economics and FHA Bulletin Boards. Lake Charles, Louisiana: Calcasieu Parish School Board.

Stone, Deborah Ross. Young Living Student Guide. Peoria, Illinois: Bennett Publishing Company, 1983.

Thrasher, Betty. Ideas for Bulletin Boards as Teaching Aids in Home Economics. Athens, Georgia: University of Georgia, 1966.

Vanderhoff, Margil. Living, Learning and Caring Teacher's Guide. Lexington, Massachusetts: Ginn and Company, 1976.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett Publishing Company, 1983.

Appendix A
Pre-test

CONSUMER AWARENESS

I. Write the letter of the definition from Column II in the blank preceding the term described in Column I.

COLUMN I

_____ 1. label

_____ 2. decision

_____ 3. planning

_____ 4. budget

_____ 5. want

_____ 6. standards

_____ 7. goods

_____ 8. brands

_____ 9. goal

_____ 10. value

_____ 11. allowance

_____ 12. need

_____ 13. comparisons

_____ 14. priorities

_____ 15. customer

_____ 16. purchase

_____ 17. advertisement

_____ 18. expenses

_____ 19. merchandise

_____ 20. income

COLUMN II

a. essential

b. desire

c. identifying marks

d. one who buys or wishes to buy

e. belief or feeling that something is worthwhile

f. intended to arouse a desire to buy

g. a plan for spending and saving

h. determining how things are alike or different

i. to buy

j. making decisions in advance

k. goods that are bought or sold in business

l. the things you buy and use

m. a gain in resources

n. written description attached to an article

o. goods and services for which payment must be made

p. a definite amount of money which is received on a regular schedule, such as once a week or once a month

q. acting or setting a matter in a person's mind or through his actions

r. aim toward which one works

s. rank or order

t. guidelines used to measure the quality level of a product

Appendix A

ANSWER KEY

1. n
2. q
3. j
4. g
5. b
6. t
7. l
8. c
9. r
10. e
11. p
12. a
13. h
14. s
15. d
16. i
17. f
18. o
19. k
20. m

Appendix B

KEY TERMS

Advertisement--

Allowance--

Brands--

Budget--

Comparisons--

Consumer--

Customer--

Decision--

Expenses--

Goal--

Goods--

Income--

Label--

Merchandise--

Need--

Planning--

Priorities--

Purchase--

Savings--

Standards--

Use--

Value--

Want--

Appendix B

ANSWER KEY

Advertisement--Intended to arouse a desire to buy.

Allowance--A definite amount of money which is received on a regular schedule, such as once a week or once a month.

Brands--Identifying marks.

Budget--A plan for spending and saving.

Comparisons--Determining how things are alike or different.

Consumer--One who uses goods and services.

Customer--One who buys or wishes to buy.

Decision--Acting or setting a matter in a person's mind or through his actions.

Expenses--Goods and services for which payment must be made.

Goal--Aim toward which one works.

Goods--The things you buy and use.

Income--A gain in resources.

Label--Written description attached to an article.

Merchandise--Goods that are bought or sold in business.

Need--Essential.

Planning--Making decisions in advance.

Priorities--Rank or order.

Purchase--To buy.

Savings--Putting away money from present income for use sometime in the future.

Standards--Guidelines used to measure the quality level of a product.

Use--To employ or consume--how an item is utilized.

Value--Belief or feeling that something is worthwhile.

Want--Desire.

CONSUMER RIGHTS

---Right to Safety

---Right to be Informed

---Right to Choose

---Right to be Heard

CONSUMER DO'S and DON'TS

DO:

- Read labels, hang tags and instruction booklets.
- Check warranties.
- Shop around and compare prices.
- Read and understand contracts.
- Return a purchase that is damaged.

DON'T:

- Make impulse purchases.
- Purchase too many "fad" items.
- Buy to impress others.
- Be persuaded by "gimmicks."

Appendix E

WHAT KIND OF CONSUMER ARE YOU?

Directions:

Read each situation carefully. Select the solution that a responsible consumer should choose. Write the letter of your selection in the blank to the left of each situation.

_____ 1. While trying on a garment, you break the zipper. You:
- A. Put the garment back on the hanger and return it back to the rack before the damage is discovered.
- B. Tell the salesperson about the problem.
- C. Ask for a discount because the garment is damaged.

_____ 2. You buy a pair of slacks and wear them once to a party. You decide the color is not right for you. You:
- A. Sell them to a friend who likes the color.
- B. Don't wear them again.
- C. Return them to the store for a refund.

_____ 3. You buy a record album by your favorite rock group. When you try to play the record, you discover that it is scratched. You:
- A. Keep the record and complain to your friends.
- B. Take it to another store and try to return it.
- C. Return to the store with the record and try to exchange it.

_____ 4. You buy a portable radio. When you get home you discover that there is something wrong with the electrical system--the static is so loud you cannot hear the radio. You try to return the radio to the store and they refuse to give you a refund. You:
- A. Write to the manufacturer or local consumer agency to complain.
- B. Decide not to ever shop at that store again.
- C. Go home angry and tell your friends.

_____ 5. You find a jacket that you really like, but you can't afford to buy it. You:
- A. Borrow money from a friend.
- B. Wear the jacket out of the store.
- C. Pass it by and save money to purchase it later.

Appendix F

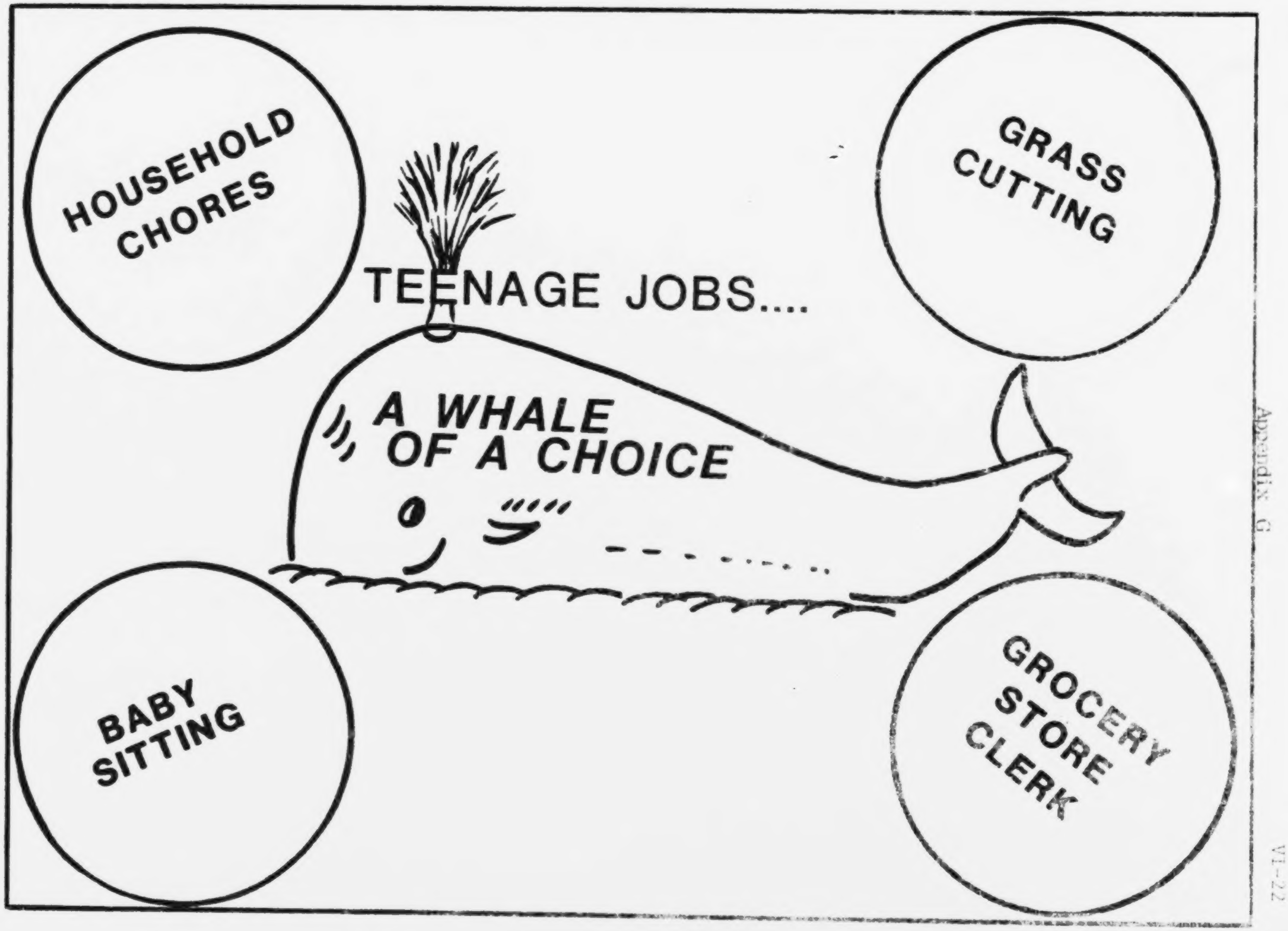
SHOPPING DECISIONS

Jenny has an old bike that needs new tires, but she wants a new bike. The new bike costs $95. Jenny has saved $50 from babysitting jobs and allowances. With a new bike, Jenny could accept an after-school paper route to earn extra money.

YOU DECIDE:

1. Can Jenny afford a new bike?
2. Does Jenny need a new bike?
3. Will the purchase of a new bike help Jenny get the paper delivery job?
4. Where might Jenny purchase a new bike?
5. What advice would you give Jenny in helping her make this decision?

Appendix G


HOUSEHOLD CHORES
GRASS CUTTING
TEENAGE JOBS....
A WHALE OF A CHOICE
BABY SITTING
GROCERY STORE CLERK

Appendix H

PURCHASING DECISIONS

List the last five items you purchased. Evaluate each purchase.

	Items Purchased	Cost	Feelings about purchase
1.	________________	________	______________________________
2.	________________	________	______________________________
3.	________________	________	______________________________
4.	________________	________	______________________________
5.	________________	________	______________________________

For each item purchased, write "N" if the purchase was a NEED; write "W" if the purchase was a WANT.

1. _____

2. _____

3. _____

4. _____

5. _____

Appendix I

MAKING CONSUMER DECISIONS

Directions:

Read each case study situation below. Choose one situation and solve the problem using the decision-making process.

1. Joe has been putting aside part of his allowance for his girlfriend's birthday that is next month. His best friend Bill came over to show him the new tennis shoes that he just purchased. Bill is going to wear the shoes to the first school football game.

2. Joy has located a used sewing machine at a fleamarket that needs a few minor repairs. She has been saving her money, but is $35 short of the price on the tag.

3. Jane and her sister have been babysitting to raise the money for a new stereo. Together they have shopped around and found a nice stereo at a local store. Jane visits a friend who has just received a stereo, radio, and tape player system.

4. Randy is a seventh grader looking forward to participating in school activities. FHA/HERO, 4-H, and competitive sports are some of the extracurricular activities offered at the school. Randy has an after-school job that he enjoys. He has been saving his money for a new T.V.

Appendix J

"THE BIG SURPRISE"

You have just won the ABC's Sweepstakes. Your prize is $1,000. List the things that you would buy and the price of each purchase. State your reasons for making the purchases. Then decide if the purchases are needs or wants.

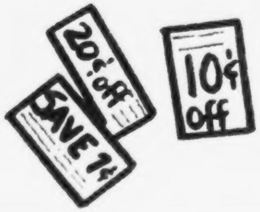
Appendix K

SHOPPING COMPARISONS

Visit a local drug store or check newspaper advertisements to obtain prices for two brands of each item listed. Compare prices of similar sized products.

Item	Brand Name	Price
Toothpaste	1.	1.
	2.	2.
Shampoo	1.	1.
	2.	2.
Conditioner	1.	1.
	2.	2.
35MM Film 12 Exposure	1.	1.
	2.	2.

SHOP AROUND



compare prices

buy what you need

check quality points

SHOPPING LIST

UNIT TEST

CONSUMER AWARENESS

PART I: COMPLETION
Directions: In the space provided, write the definition of each term.

1. Consumer

2. Goal

3. Need

4. Value

5. Want

PART II: LISTING
Directions: Answer the following briefly.

1. List 5 examples of needs and 5 examples of wants.

Needs	Wants
a.	a.
b.	b.
c.	c.
d.	d.
e.	e.

2. List the 6 basic steps of the decision-making process.

a.
b.
c.
d.
e.
f.

PART III: MATCHING

Directions: Match the type of store in Column A to the correct definition in Column B. Write the answer in the space provided.

	COLUMN A	COLUMN B
_____	A. Convenience Store	1. sells a variety of items
_____	B. Supermarket	2. is open late at night
_____	C. Discount Store	3. sells only one item
_____	D. Department Store	4. charges for shipping
_____	E. Speciality Store	5. sells foods
_____	F. Mail-order House	6. gives customers a certain percentage off of merchandise

PART IV: TRUE-FALSE

Directions: In the space provided, write "T" if the statement is TRUE; write "F" if the statement is FALSE.

_____ 1. Consumers have the right to safety and to be informed.

_____ 2. Labels are not important to becoming a wise shopper.

_____ 3. If a product does not perform as expected, the consumer should complain.

_____ 4. Shoplifting is against the law.

_____ 5. Shoplifting causes the prices of goods to decrease.

_____ 6. It is important to pay for all purchases before leaving the store.

_____ 7. Babysitting is one way teenagers earn money.

_____ 8. Food, clothing, and shelter are examples of emotional needs.

_____ 9. When shopping it is important to compare prices so as to get the most for your money.

_____ 10. A budget is how you spend and save money.

UNIT TEST - ANSWER KEY

CONSUMER AWARENESS

PART I: COMPLETION

1. consumer - A consumer is a person who uses goods and services.
2. goal - A goal is an aim toward which one works.
3. need - A need is something that is necessary to life.
4. value - A value is a belief or feeling that something is worthwhile.
5. want - A want is something that one desires.

PART II: LISTING

1\.

Needs (answers may vary)	Wants (answers may vary)
food	car
clothing	sweater
shelter	designer jeans
bicycle	television
tape player	tennis shoes

2\.
a. state the problem
b. collect the facts
c. consider the choices
d. make a decision
e. act on the decision
f. evaluate the results

PART III: MATCHING

A.	2
B.	5
C.	6
D.	1
E.	3
F.	4

PART IV: TRUE-FALSE

1.	T
2.	F
3.	T
4.	T
5.	F
6.	T
7.	T
8.	F
9.	T
10.	T

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT VII: FOOD AND NUTRITION

SUGGESTED TIME: 1-6 WEEKS

UNIT SEVEN

FOODS AND NUTRITION

INTRODUCTION

Home economists are aware of the impact that nutrition has on the lives of young people. This unit is designed to introduce the student to the food nutrients and the role they play in the development of healthy minds and bodies. The unit focuses on the basic food groups and the selection and preparation of simple snack foods. The number of simple snack foods prepared will be determined by available resources and time allotment.

COMPETENCIES

1. Recognize the Basic Five Food Groups.
2. Identify the importance of good nutrition.
3. Develop an awareness of the name and use of small kitchen equipment.
4. Demonstrate correct use of a recipe.
5. Demonstrate proper table etiquette.
6. Identify the role each student performs in a food laboratory lesson.
7. Develop skill in food preparation.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Name the Basic Five Groups.
2. Identify the recommended number of servings for each food group.
3. Know definition of nutrient.
4. Explain source and importance of various nutrients.
5. Acknowledge importance of nutritious snacks in the diet.
6. Know the name of and use for small kitchen equipment.
7. Identify elements of a recipe.
8. Demonstrate proper procedures for measuring ingredients.
9. Demonstrate proper table setting arrangement.

10. List work duties for each student to follow in food laboratory.

11. Gain skill in preparing simple foods.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will list the Basic Five Food Groups and will give the recommended daily requirement for their age groups.

2. Through discussion, students will list six nutrients found in foods.

3. In a written assignment, students will report sources and functions of six nutrients.

4. In a class discussion, students will become aware of healthful snacks.

5. Through class activities, students will distinguish between small and large appliances and kitchen equipment.

6. On a worksheet, students will list the parts of the recipe and common abbreviations used in recipes.

7. In a food laboratory, students will exhibit correct procedures for measuring ingredients.

8. Through discussion, students will become familiar with a plan of work.

9. In a food laboratory, students will display the ability to successfully use a recipe.

10. On a written test, students will draw a cover for a suggested menu.

METHODOLOGY

Use the information from the unit outline and other available resources to introduce the importance of good nutrition to the daily diet. Use the materials in the appendix to enhance the learning activities in the classroom. Invite a resource person to demonstrate the preparation of nutritious snacks for the students.

SUGGESTED INTEREST APPROACHES

1. Show up-to-date films or filmstrips on nutrition.
2. Have students complete worksheet entitled "My Food Habits."
3. Have students complete a bulletin board display of nutritious foods or snacks
4. Introduce students to the FHA STAR Event, "The Student Body--A Nutrition Project."

UNIT OUTLINE

FOODS AND NUTRITION

I. The foods we eat

    A. Basic five food groups
    B. Sources and functions of nutrients
    C. Values of snacks

II. Kitchen equipment

    A. Small appliances
    B. Large appliances
    C. Kitchen utensils

III. Techniques for using a recipe

    A. Elements of a recipe
    B. Abbreviations in a recipe
    C. Measuring procedures

IV. Lab skills and responsibilities

    A. Plan of work
    B. Using the recipe
    C. Table setting

BASIC SKILLS CONCEPTS
FOODS AND NUTRITION

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Basic five food groups	Reading Writing	1. Complete and discuss worksheet "My Eating Habits."
	Writing Mathematics	6. Complete dietary recall and evaluate.
Categorizing food into the food groups	Reading Writing	8. Complete "Food Group Match."
	Reading Writing	9. Take a test on the basic food groups.
Objective 3 Nutrients	Reading Writing	2. Complete "Nutrient Chart."
	Reading	3. Complete "The Match Game."
Objective 4 Selecting nutritious snacks	Reading	3. Decision-making: read case studies. Discuss possible solutions.
Objective 5 Small kitchen equipment, small appliances, large appliances	Reading Writing	3. Complete worksheet "Kitchen Tools."
Objective 6 Terms used in a recipe	Reading	2. Discuss terms used in recipes using handout "Common Cooking Terms."
	Reading Writing Mathematics	3. Identify abbreviations found in recipes on worksheet "What's My Name."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Equivalents	Reading Mathematics	5. Using a recipe, decrease and increase ingredients by one-half.
Objective 8		
Plan of work	Reading	1. Discuss plan of work for foods laboratory.
	Writing	2. Develop plan of work for snack laboratory using guidelines given by teacher.
Safety in the foods laboratory	Reading	4. Discuss handout on kitchen safety.
Objective 9		
Recipe and use	Reading Mathematics	1. Prepare a simple snack using a recipe.
Objective 10		
Cover	Writing	2. List and discuss basic rules for table setting.
	Reading Writing	3. Complete activity sheet "Table Setting Basics."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. On a written test, students will list the basic five food groups and will give the recommended daily requirement for their age group.

Unit Content	Learning Activities
Basic five food groups --Milk group --Meat group --Bread and cereal group --Fruit and vegetable group --Other foods	1. Complete and discuss worksheet on "My Eating Habits" in Appendix A.
	2. View a filmstrip to introduce the food unit.
Recommended daily requirement	3. Discuss the food groups and recommended servings.
	4. Construct a visual on the basic food groups.
	5. Role play function of foods in food groups. See Appendix B.
	6. Complete dietary recall and evaluate.
Categorizing food into the food groups	7. Play "Food Bingo." See Appendix C.
	8. Complete "Food Group Match" in Appendix D.
	9. Take a test on the basic food groups.
	10. Compile booklet including foods from each of the "Basic Five" food groups. Include number of servings needed from each group.

2. Through discussion, students will list six nutrients found in foods.

Unit Content

Nutrients
--Definition
--Name of nutrients
. Proteins
. Carbohydrates
. Fat
. Vitamins
. Minerals
. Water

Learning Activities

1. View a [illegible] on nutrients.

2. Discuss nutrients.

3. In a written assignment, students will report sources and functions of six nutrients.

Unit Content

Nutrients
--Sources
--Functions

Learning Activities

1. Divide class into six groups. Each group will report on a nutrient by creating a visual using magazine pictures to represent the nutrient.

2. Complete "Nutrient Chart" in Appendix E.

3. Complete "The Match Game" in Appendix F.

4. In a class discussion, students will become aware of healthful snacks.

Unit Content

Selecting nutritious snacks
Consider:
--Type of food
--Cost
--Availability
--Likes and dislikes

Learning Activities

1. Brainstorm to name foods that could be considered nutritious snacks.

2. View bulletin board on "Healthful Snacks." See Appendix G.

3. Decision making: read Case Studies in Appendix H. Discuss possible solutions to case studies.

4. View demonstration on selecting and preparing nutritious snacks.

5. View filmstrip on snacks.

6. Construct visual depicting good snacks and healthful snacks.

---

5. Through class activities, students will distinguish between small and large appliances and kitchen equipment.

Unit Content	Learning Activities
Small kitchen equipment Small appliances Large appliances	1. View display of small kitchen equipment, small appliances and large appliances. 2. Discuss name and use of items in display. 3. Complete worksheet "Kitchen Tools" in Appendix I.

---

6. On a worksheet, students will list the parts of the recipe and common abbreviations in the recipe.

Unit Content	Learning Activities
Parts of a recipe --Ingredients --Amount of ingredients --Directions for mixing --Directions for cooking --Time needed for preparation --Number of servings --Suggestions for serving	1. Bring a recipe to class. Discuss information found in recipe.
Terms used in a recipe	2. Discuss terms used in recipes using handout in Appendix J.

Abbreviations [illegible]
--Teaspoon [illegible]
--Tablespoon [illegible]
--Cup [illegible]
--Quart [illegible]
--Ounce [illegible]
--Pound [illegible]
--Gallon [illegible]
--Pint [illegible]
--Dozen = doz.
--Minute = min.
--Hour = hr.
--Package = pkg.

[illegible] appendix [illegible]

Equivalents
--3 tsp. = 1 [illegible]
--4 tbsp. = [illegible] c.
--16 tbsp. = 1 c.
--1 c. = 8 oz.
--4 c. = 1 qt.
--4 qt. = 1 gal.
--16 oz. = 1 lb.

4. List common equivalents used in a recipe.

5. Using recipe, decrease and increase ingredients by one-half.

---

7. In a food laboratory, students will exhibit correct procedures for measuring ingredients.

Unit Content	Learning Activities
Measuring ingredients --Dry --Liquid --Brown sugar --Shortening	1. View demonstration or filmstrip on measuring. 2. Demonstrate correct measuring techniques by completing skill test on measuring.

---

8. Through discussion, students will become familiar with a plan of work.

Unit Content	Learning Activities
Plan of work --Description --Uses --Parts	1. [illegible] plan of work for foods [illegible] in Appendix C. 2. [illegible] plan of work for a [illegible]

	3. Divide into groups for laboratory work.
Safety in the foods laboratory	4. Discuss handout on kitchen safety in Appendix M.

---

9. In a food laboratory, students will display the ability to successfully use a recipe.

Unit Content	Learning Activities
Recipe and use	1. Prepare a simple snack using a recipe in Appendix N or other recipe.

---

10. On a written test, students will draw a cover for suggested menus.

Unit Content	Learning Activities
Cover --Definition --Parts of --Placement of parts	1. View demonstration on table setting. See Appendix O.
	2. List and discuss basic rules for table setting.
	3. Complete activity sheet in Appendix P., "Table Setting Basics."
Table manners --Use of --Reasons for using	4. Discuss use of good table manners.
	5. Role play use of table manners.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas, cooperating and participating with other students in food laboratories, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Films, filmstrips, textbook, magazines, nutrition games, various handouts, and kitchen equipment selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Eating Isn't Just Another Habit," Department of Nutritional Sciences, U-17 - The University of Connecticut, Stous, Connecticut 06268.

"Fast Food: A Nutrition Survival Guide," The Learning Seed Co., Kildeer, Illinois 60047.

"Foods, Fads, and Fallacies Updated," Walt Disney Educational Media Co., 500 South Buena Vista St., Burbank, California 91521.

"Frying and Baking Fundamentals" - Crisco Teaching Kit - Procter and Gamble Educational Services, Cincinnati, Ohio 45214.

"George Gorge and Nicky Persnicky," The Polished Apple, Malibu, California 90265.

"Good Sense and Good Food: The Fascinating Story of Nutrition," Walt Disney Educational Media Co., 500 South Buena Vista St., Burbank, California 91521.

"NEWtrition 7," The Polished Apple, Malibu, California 90265.

"Shake The Habit - Learning to Live Without Salt," The Polished Apple, Malibu, California 90265.

"Shaping Up," The Polished Apple, Malibu, California 90265.

"Snack Facts," Encore Visual Ed., Inc., Burbank, California 91502.

"Snacky - The Food You Hate To Love," The Learning Seed Co., Kildeer, Illinois 60047.

"That's Inedible! Common Misconceptions about Food and Nutrition," The Learning Seed Co., Kildeer, Illinois 60047.

"The Incredible Edible Egg," American Egg Board, Park Ridge, Illinois.

"The Incredible Edible Out-of-this-World Egg," American Egg Board, Park Ridge, Illinois.

"Vegetarianism in a Nutshell," The Polished Apple, Malibu, California 90265.

"Vitamins Basics," The Learning Seed Co., Kildeer, Illinois 60047.

Computer Programs

"Fast Food Micro-Guide," The Learning Seed Co., 21250 N. Andover, Kildeer, Illinois 60047.

"Snackmaster," The Learning Seed Co., 21250 N. Andover, Kildeer, Illinois 60047.

"What Did You Eat Yesterday?" The Learning Seed Co., 21250 N. Andover, Kildeer, Illinois 60047.

Publications

Teacher's Handbook for Instructional Television, Louisiana Department of Education, Baton Rouge, Louisiana.

Transparencies

"Nutrition Basics," DCA Educational Products, 424 Valley Road, Warrington, Pennsylvania 18976.

RESOURCES

Blair, Cherry and Vicki Reid Moore. Today's Teen Student Guide. Peoria, Illinois: Bennett Publishing Company, 1979.

Chamberlain, Valerie and Jacque Lytle. Teacher's Resource Guide Teen Guide. New York, New York: Webster Division/McGraw-Hill Book Company, 1985.

Home Economics Curriculum Guide for Middle Schools. Lake Charles, Louisiana: Calcasieu Parish School Board.

Louisiana Adviser's Handbook, Future Homemakers of America, Bulletin 1735. Baton Rouge, Louisiana: Louisiana Department of Education.

Stone Deborah Ross. Young Living Student Guide. Peoria, Illinois: Bennett Publishing Compnay, 1983.

Vanderhoff, Margil. Living, Learning, and Caring Teacher's Guide. Lexington, Massachusetts: Ginn and Company, 1976.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett Publishing Company, 1983.

Appendix A

MY EATING HABITS

Male ________________ Female ________________ Age ________________

1. Did you eat breakfast before you came to school today?

   Yes No

2. If you ate breakfast today, please check the foods that you had to eat.

   _____ toast or biscuits
   _____ doughnuts
   _____ eggs
   _____ bacon or sausage
   _____ cereal
   _____ pancakes or waffles
   _____ poptarts or sweet roll
   _____ orange
   _____ strawberries
   _____ grapefruit
   _____ banana
   _____ prunes
   _____ melons
   _____ other fruit or juice
   _____ milk
   _____ orange juice
   _____ grape juice
   _____ tea
   _____ soft drink
   _____ cocoa
   _____ coffee

   Name any other foods that you ate for breakfast. ________________________
   ____

3. If you did not eat breakfast today, please check the reason.

   _____ nothing to eat
   _____ no one to prepare food
   _____ not hungry
   _____ not enough time
   _____ did not feel well
   _____ did not like foods prepared
   _____ other reason (name it)
   ____

4. Do you like to eat breakfast? Yes No Sometimes.

5. Today at lunch time, what will you do?

   _____ eat a packed lunch from home
   _____ eat in the cafeteria
   _____ not eat at all
   _____ other

6. How often do you eat snacks?

   _____ every day _____ sometimes _____ very seldom

7. When do you usually eat snacks?

   _____ before noon _____ afternoon _____ at night

8. Choose your two favorite snacks.

_____ ice cream
_____ candy
_____ popcorn
_____ fruit
_____ pop-tarts
_____ cookies
_____ popsickle
_____ potato chips
_____ brownies
_____ soft drink
_____ pie/cake
_____ raw vegetables

If your two favorite snacks were not included in this list, name them here. ____

9. When do you spend money for snacks?

_____ every day _____ sometimes _____ very seldom

10. How much money do you usually spend on snacks in one day?

_____ 0 _____ 5¢ to 50¢ _____ 50¢ to $1.00 _____ over

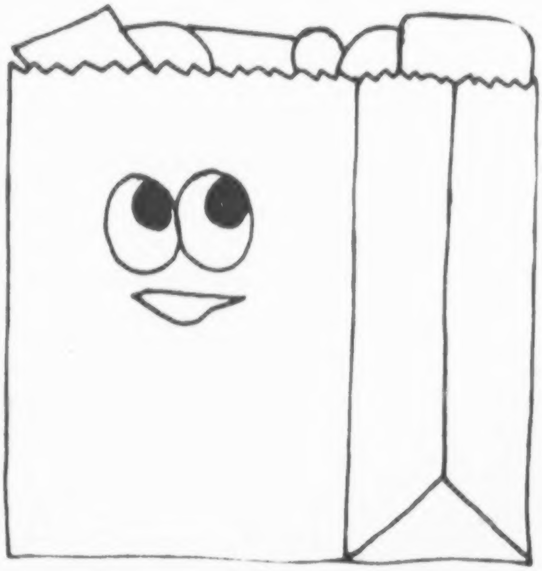
Appendix B

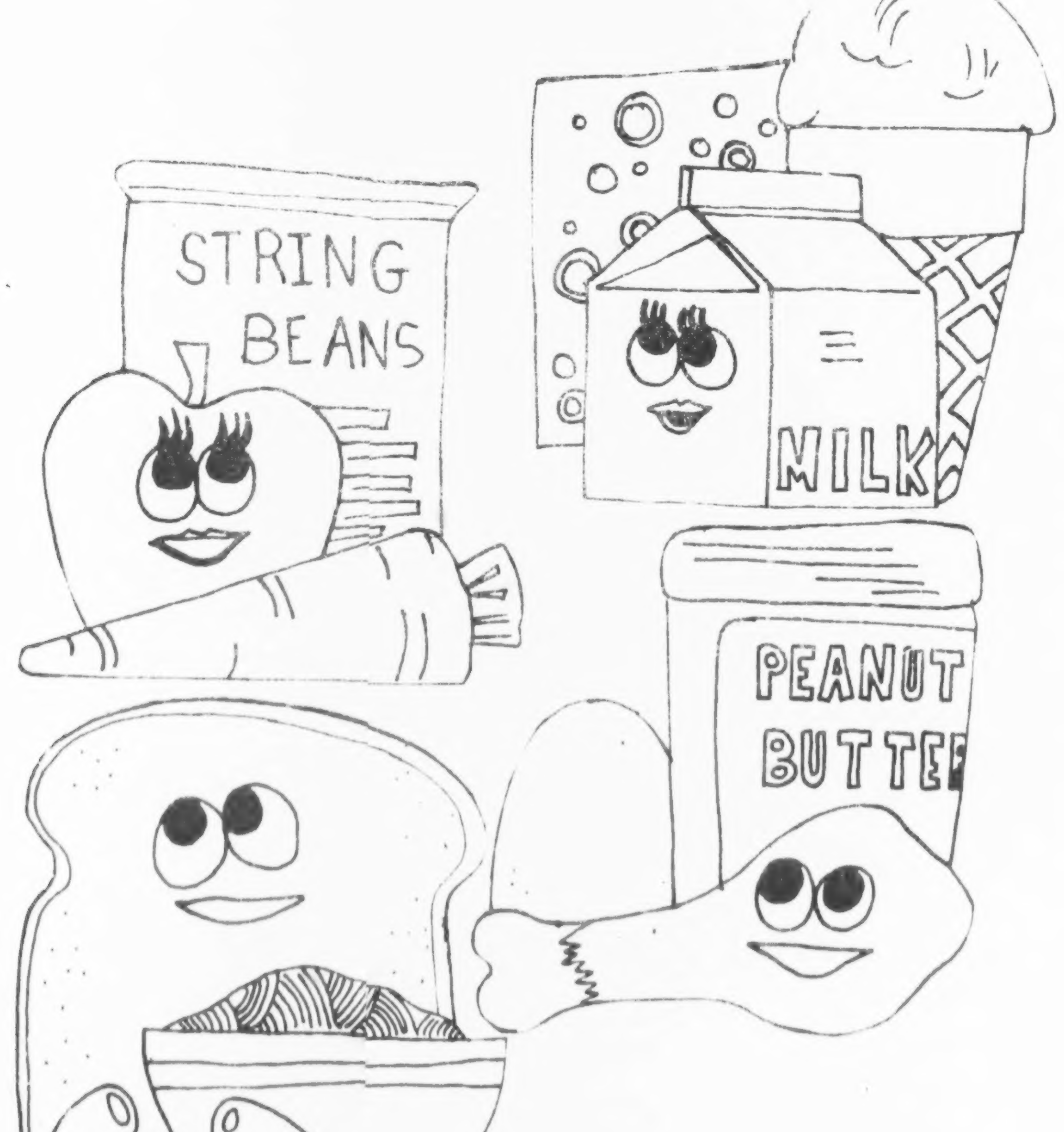
Directions:

From facts they learn in class, have students write a story about the Five Food Groups.

Use pictures of the food groups provided to make stick puppets. The puppets can be made by enlarging the models. Color and glue them on a poster or other sturdy backing. Use dowels as sticks for the puppets.

The puppets can be used for a puppet show using the stories that the students have written. Allow students to decide on creative names for each group (e.g., Max Meat Group, Margie Milk Group, Verdie Vegetable Group, etc.).




STRING BEANS
MILK
PEANUT BUTTER

Appendix C

FOOD BINGO

Instructions:

Duplicate, paste on cardboard and cut Bingo Numbers sheet.

Duplicate a sufficient number of Bingo cards so that each student has one. Instruct students to number their cards following directions on the Bingo card.

TO PLAY:

Pull one number square, call out the number and the group. If a student has that number on his Bingo card, he must write the name of a food that belongs to that group in the square next to the number. (Example: MEAT 23, students with 23 in a square might write "steak," "hamburger," "hot dog," etc.).

A student wins Bingo when he has five squares filled across, up and down, or diagonally.

Food Bingo

MILK 1-20	MEAT 21-40	VEGETABLE-FRUIT 41-60	BREAD-CEREAL 61-80	OTHER 81-100
7	27	58	65	81
3	23	47	62	87
18	38	* * * free	73	91
4	33	52	79	93
19	25	55	67	99

Appendix C

FOOD BINGO

Directions:

In each column, number the small squares using a number in the range selected for that food group (Example: Milk - select numbers from 1 - 20).

Food Bingo

MILK 1-20	MEAT 21-40	VEGETABLE-FRUIT 41-60	BREAD-CEREAL 61-80	OTHER 81-100
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	★ ★ ★ Free	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Appendix C - BINGO NUMBERS

MILK 1	MILK 2	MILK 3	MILK 4	MILK 5	MILK 6	MILK 7
MILK 8	MILK 9	MILK 10	MILK 11	MILK 12	MILK 13	MILK 14
MILK 15	MILK 16	MILK 17	MILK 18	MILK 19	MILK 20	MEAT 21
MEAT 22	MEAT 23	MEAT 24	MEAT 25	MEAT 26	MEAT 27	MEAT 28
MEAT 29	MEAT 30	MEAT 31	MEAT 32	MEAT 33	MEAT 34	MEAT 35
MEAT 36	MEAT 37	MEAT 38	MEAT 39	MEAT 40	VG/FR 41	VG/FR 42
VG/FR 43	VG/FR 44	VG/FR 45	VG/FR 46	VG/FR 47	VG/FR 48	VG/FR 49
VG/FR 50	VG/FR 51	VG/FR 52	VG/FR 53	VG/FR 54	VG/FR 55	VG/FR 56
VG/FR 57	VG/FR 58	VG/FR 59	VG/FR 60	BR/CE 61	BR/CE 62	BR/CE 63
BR/CE 64	BR/CE 65	BR/CE 66	BR/CE 67	BR/CE 68	BR/CE 69	BR/CE 70

BR/CE 71	BR/CE 72	BR/CE 73	BR/CE 74	BR/CE 75	BR/CE 76	BR/CE 77
BR/CE 78	BR/CE 79	BR/CE 80	OTHER 81	OTHER 82	OTHER 83	OTHER 84
OTHER 85	OTHER 86	OTHER 87	OTHER 88	OTHER 89	OTHER 90	OTHER 91
OTHER 92	OTHER 93	OTHER 94	OTHER 95	OTHER 96	OTHER 97	OTHER 98
OTHER 99	OTHER 100					

Paste on cardboard -- then cut numbers.

Appendix D

FOOD GROUP MATCH

Directions:

Match each food in the left column to the correct food group in the right column. Put the correct response in the blank preceding each food item.

_____ 1. rice

_____ 2. ice cream

_____ 3. corn

_____ 4. hot dog

_____ 5. squash

_____ 6. shrimp

_____ 7. eggs

_____ 8. yogurt

_____ 9. mayonnaise

_____ 10. green beans

_____ 11. cottage cheese

_____ 12. lettuce

_____ 13. grits

_____ 14. baked chicken

_____ 15. potato chips

_____ 16. french bread

_____ 17. tomato

_____ 18. swiss cheese

_____ 19. oatmeal

_____ 20. cherries

A. Milk Group

B. Bread and Cereal Group

C. Vegetable and Fruit Group

D. Meat Group

E. Any other

FOOD GROUP MATCH

Answer Key

1. B
2. A
3. C
4. D
5. C
6. D
7. D
8. A
9. E
10. A
11. [illegible]
12. E
13. D
14. A
15. E
16. B
17. C
18. A
19. B
20. C

Appendix E

NUTRIENT CHART

Directions:

Fill in the chart by listing food sources and uses of each nutrient. Use the spaces provided.

Nutrient	Food Sources	Uses by the Body
Protein		
Fats		
Carbohydrates		
Vitamins		
Minerals		
Water		

Appendix [illegible]

ANSWER KEY

Nutrient	Food Sources	Uses by the Body
Protein	Meats Fish Eggs Peanut butter	Energy Builds and repairs tissue
Fats	Oils Butter Cream Bacon	Supplies energy Forms fat in the body
Carbohydrates	Rice Breads Cereals Spaghetti Crackers	Supplies quick energy
Vitamins	Fruits and vegetables [illegible] Liver	Keeps skin and eyes healthy Helps body use other nutrients Helps fight infection
Minerals	Liver Meats Eggs [illegible] Vegetables	Keeps blood healthy Builds strong bones and teeth
Water	Fresh fruits and vegetables Milk [illegible]	Helps regulate body processes

Appendix F

THE MATCH GAME

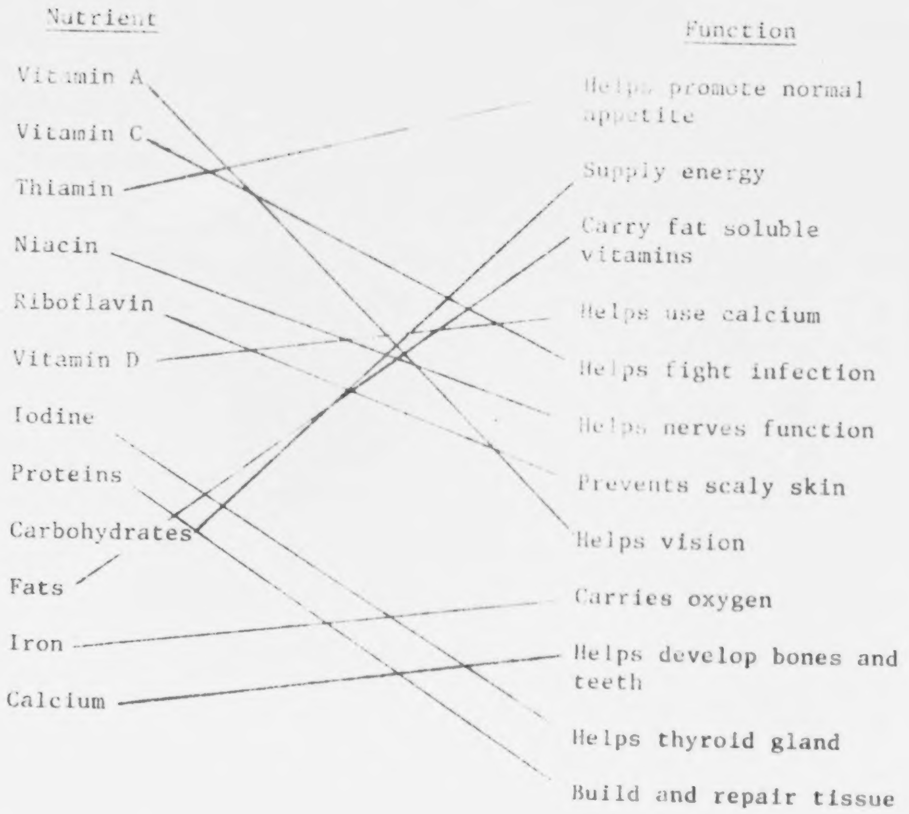
Directions:

Match the nutrient to its function. Draw a line to connect the two.

Nutrient	Function
Vitamin A	Helps promote normal appetite
Vitamin C	Supply energy
Thiamin	Carry fat soluble vitamins
Niacin	Helps use calcium
Riboflavin	Helps fight infection
Vitamin D	Helps nerves function
Iodine	Prevents scaly skin
Proteins	Helps vision
Carbohydrates	Carries oxygen
Fats	Helps develop bones and teeth
Iron	Helps thyroid gland
Calcium	Build and repair tissue

THE MATCH GAME

Answer Key



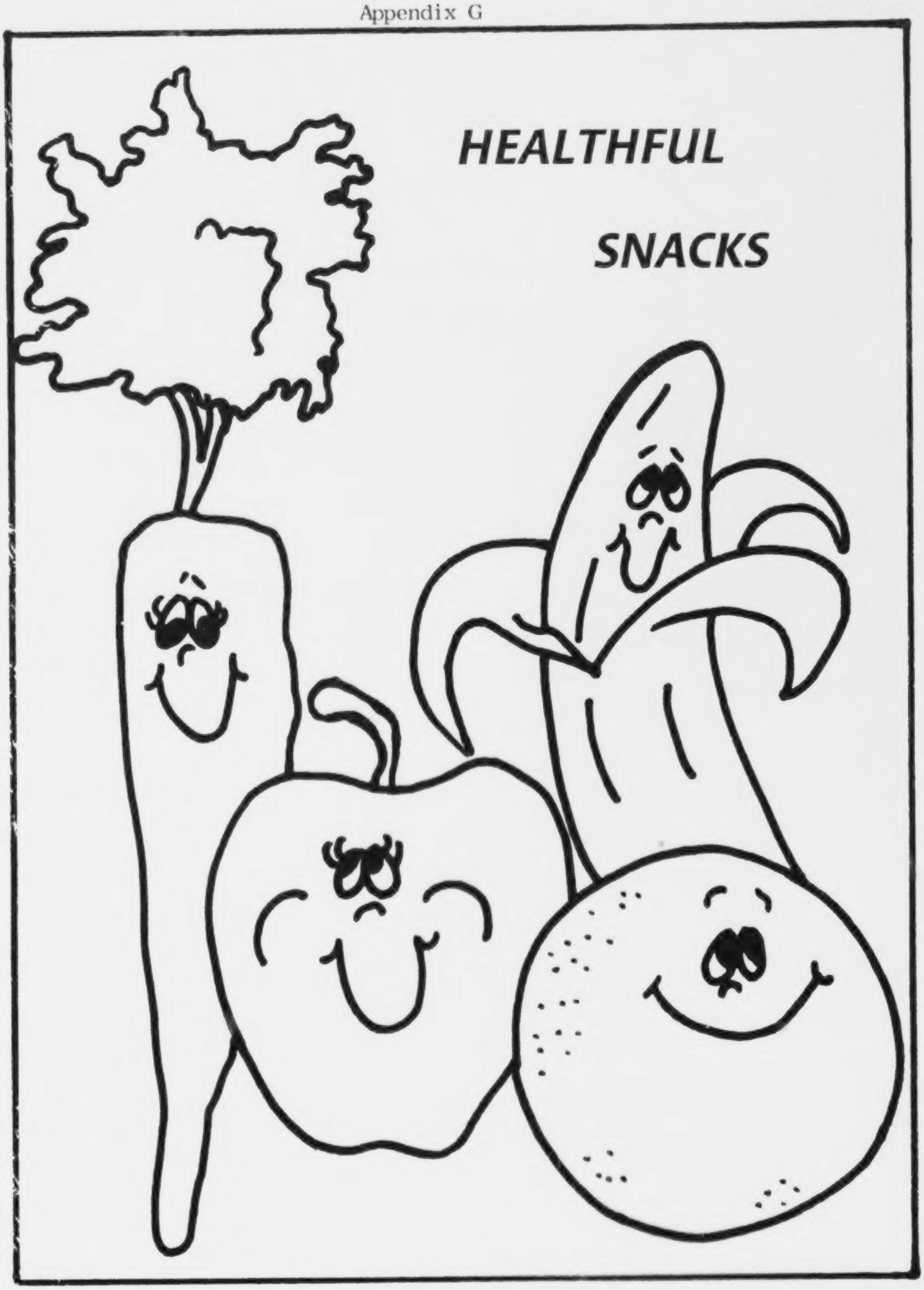
Nutrient

Vitamin A
Vitamin C
Thiamin
Niacin
Riboflavin
Vitamin D
Iodine
Proteins
Carbohydrates
Fats
Iron
Calcium

Function

Helps promote normal appetite
Supply energy
Carry fat soluble vitamins
Helps use calcium
Helps fight infection
Helps nerves function
Prevents scaly skin
Helps vision
Carries oxygen
Helps develop bones and teeth
Helps thyroid gland
Build and repair tissue

HEALTHFUL SNACKS



Appendix H

CHOOSING SNACKS

Directions:

Read each case study. Use the snack list to choose snacks that would be best for the person described in the paragraph.

Case Study 1

Martha is a seventh grader who has grown six inches this school year. She is constantly being teased by her classmates because she is very tall. Martha eats well-balanced meals, but she does not eat very much at one time. She really would like to gain a few pounds. Which snacks would be helpful to Martha?

Case Study 2

Bill will be in the ninth grade when the school year begins. This summer he is training so that he can be active in sports next year. Every morning he jogs two miles and after jogging goes to football practice for the rest of the morning. Each night he lifts weights for about an hour. Because Bill uses up so much energy, he gets hungry between meals. Which snacks should Bill choose?

Case Study 3

Meredith is a camp counselor at a sports camp. She teaches tennis in the mornings and swimming in the afternoons. Three nights a week she is responsible for entertaining the 20 campers in her cabin. Meredith is enthusiastic and energetic, but in order to stay this way throughout the summer she must eat properly. Which snacks should she eat?

Case Study 4

Henry is 13 and weighs 180 pounds. He wants to lose weight but is constantly hungry. Which snacks should Henry eat?

Snack List

Ice cream
Potato chips
Orange
Banana
Celery
Watermelon
Peanut butter sandwich
Pear
Pizza
Milkshake
Pretzels
Candy
Milk
Doughnuts
Carrot sticks
Green salad
Cake
Apple pie
Peanuts
Raisins
Grape juice
Egg Omelet
Cookies
Apple
Toast with jelly
Brownies
Popsicle
Granola bar
Kool-aid
Cheese-sticks
Popcorn
Graham crackers
Ham and cheese sandwich

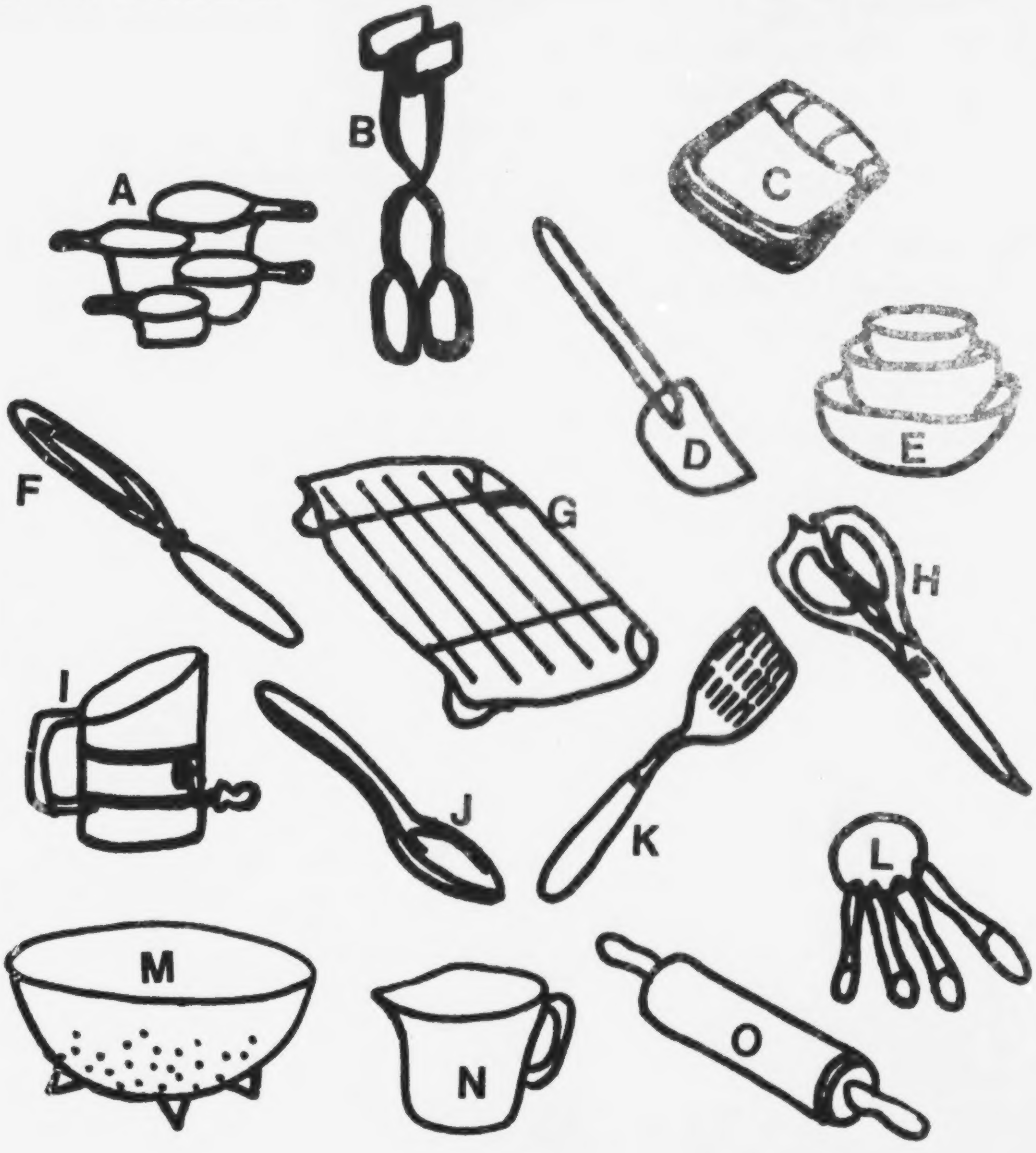
Appendix I

KITCHEN TOOLS

Directions:

Pictured are several pieces of small kitchen equipment. Using the terms in Column A, identify the pictures of small kitchen equipment by writing the correct letter in the blank.

Use the terms listed in Column A to match each piece of equipment to its major use in Column B.



Column A

Small Kitchen Equipment

_____ 1. Measuring spoons

_____ 2. Rolling pin

_____ 3. Dry measuring cups

_____ 4. Liquid Measuring cup

_____ 5. Mixing bowls

_____ 6. Tongs

_____ 7. Peeler

_____ 8. Cooling rack

_____ 9. Sifter

_____ 10. Colander

_____ 11. Kitchen scissors

_____ 12. Wooden spoon

_____ 13. Pastry blender

_____ 14. Plastic spatula

_____ 15. Wide metal spatula

Column B

Uses of Equipment

____________________ 1. Used to scrape bowls and pans.

____________________ 2. Used to measure liquid ingredients.

____________________ 3. Used to sift and combine dry ingredients.

____________________ 4. Used to roll cookie dough and pastry.

____________________ 5. Used as a pancake turner.

____________________ 6. Used to stir and cream mixtures.

____________________ 7. Used to drain foods.

____________________ 8. Used to measure dry ingredients.

____________________ 9. Used to measure small amounts of dry and liquid ingredients.

____________________ 10. Used to pare thin-skinned fruits and vegetables.

____________________ 11. Used to mix flour and shortening for pie crusts.

____________________ 12. Used to lift solid foods from water or fat.

____________________ 13. Used to cool cakes and cookies.

Appendix I

ANSWER KEY

Column A		Column B
L	1.	1. Plastic spatula
O	2.	2. Liquid measuring cup
A	3.	3. Sifter
N	4.	4. Rolling pin
E	5.	5. Wide metal spatula
B	6.	6. Wooden spoon
F	7.	7. Colander
G	8.	8. Dry measuring cups
I	9.	9. Measuring spoons
M	10.	10. Peeler
H	11.	11. Pastry blender
J	12.	12. Tongs
C	13.	13. Cooling rack
D	14.	
K	15.	

Appendix J

COMMON COOKING TERMS

BAKE	Cook in the oven.
BEAT	Mix very fast with a spoon, beater, or fork.
BOIL	Cook until liquid is bubbling and steaming.
CHILL	Place in refrigerator until thoroughly cold.
CHOP	Cut into pieces with knife or food chopper.
DASH	One quick shake or sprinkle.
DISSOLVE	Make a solid into a liquid.
DRAIN	Pour off liquid.
FOLD	Mix ingredients gently with a rubber spatula or spoon.
FRY	Cook in hot oil or shortening.
GRATE	Rub food on a grater so it breaks into fine particles.
GREASE	Spread bottom and sides of pan evenly with shortening or oil to prevent sticking.
KNEAD	Fold, turn, and press dough with the heel of the hand.
MELT	Make liquid by heating.
MIX	Combine ingredients.
PEEL	Remove outer skin.
PREHEAT	Heat the oven before putting in the food.
SIFT	Put dry ingredients through a sifter.
SIMMER	Cook over low heat so bubbles form slowly.
SPRINKLE	Scatter over food.
STIR	Move spoon around in circles until separate ingredients combine.
TOSS	Mix ingredients lightly, usually by lifting them slightly in the air.
WHIP	Beat quickly with an electric mixer.

Appendix I

WHAT'S MY NAME?

Directions:

Match the abbreviation in the left column to its correct name in the right column. Place the correct letter in the blank preceding the abbreviation.

_____ 1. min.
_____ 2. gal.
_____ 3. qt.
_____ 4. tsp. or t.
_____ 5. c.
_____ 6. pkg.
_____ 7. hr.
_____ 8. pt.
_____ 9. lb.
_____ 10. oz.
_____ 11. tbsp. or T.

A. pound
B. hour
C. teaspoon
D. package
E. gallon
F. pint
G. minute
H. cup
I. tablespoon
J. ounce
K. quart

Directions:

In the blanks, write the more commonly used equivalent of each of the following amounts. For example, 2 pints = 1 quart.

12. 3 tsp. = _____ T.
13. 4 T. = _____ c.
14. 16 T. = _____ c.
15. 1 c. = _____ oz.
16. 4 c. = _____ qt.
17. 4 qt. = _____ gal.
18. 16 oz. = _____ lb.

Appendix K

ANSWER KEY

Abbreviations:

1. G
2. E
3. K
4. C
5. H
6. D
7. B
8. F
9. A
10. J
11. I

Equivalents:

12. 1
13. ¼
14. 1
15. 8
16. 1
17. 1
18. 1

Appendix L

PLAN OF WORK - FOODS LAB

	YES	NO
Apron:		
Hair Covering:		
Wash Hands:		

Name: ____________________
Unit #: ____________________
Date: ____________________
Period: ____________________

Recipe: (Copy recipe in space provided)

Food to be Prepared	Supplies Needed	Equipment Needed

Schedule of Work

Who	What to Do	Time Needed

Appendix M

KITCHEN SAFETY

1. Be sure your hands are clean before you begin to cook.

2. Thoroughly dry your hands after washing them to avoid dropping something or shocking yourself on an electrical appliance.

3. Wear an apron and tie back your hair.

4. Never put sharp knives in the sink with other utensils; wash them immediately.

5. Use dry, thick potholders when handling hot items.

6. Wipe up spills right away.

7. Turn pan handles so that they are not over the edge of the range.

8. Before removing pans, turn stove or burner(s) off.

9. Pull out the oven rack before placing an item on it or removing an item from it.

10. Use a wooden spoon when stirring a hot mixture on the range.

11. When lifting the lid from a pan, tip the lid away from you so that the steam will not burn you.

12. If you burn yourself, place the burn under cold, running water immediately.

13. Be sure a mixer is turned off and unplugged before putting the beaters in or taking them out.

14. Be sure a mixer/blender is turned off before scraping the sides of the bowl or container.

15. If grease catches fire, immediately turn off the heat. Then smother the flame with a pan cover, fire blanket, fire extinguisher, or baking soda. Never use water!

16. Cut away from yourself, keep your fingers away from the blade, and use a cutting board when chopping, dicing, or slicing food.

17. Use the plug to disconnect an electrical appliance; never pull the cord.

18. Be sure the range and oven are turned off and wiped clean when you have finished using them.

Appendix [illegible]

THUMBPRINT BISCUITS

INGREDIENTS:

2 c. flour
3 tsp. baking powder
½ tsp. salt
1/3 c. solid vegetable shortening
3/4 c. milk
2½ tsp. jelly

PROCEDURE:

Preheat oven to 450°F.

In a large bowl sift flour, baking powder and salt. Add shortening. Use your hands and work in shortening until mixture is fine. Make a "well" in flour mixture and add milk. Stir quickly with a fork to moisten all particles.

Knead dough gently 10-12 strokes to blend all ingredients. Form dough into a smooth ball. Gently roll with a rolling pin to ½ inch thick. Cut dough with a floured biscuit cutter.

Place biscuits on an ungreased cookie sheet. Press your thumb (about ½ inch down) into the center of each biscuit. Fill each center with ¼ tsp. jelly. Bake biscuits 8-10 minutes or until golden brown. Makes about 10 biscuits.

OATMEAL RAISIN COOKIES

INGREDIENTS:

½ c. margarine
1 egg
1 tsp. vanilla
½ c. granulated sugar
1 c. brown sugar (packed)
1 c. flour
½ tsp. baking soda
1 tsp. salt
2 c. quick cooking oats
¼ c. raisins

PROCEDURE:

Preheat oven to 350°F. Grease cookie sheet(s).

Mix margarine, egg and vanilla in a large bowl. Add granulated sugar and brown sugar. Blend. In a separate bowl sift flour, baking soda and salt. Gradually add flour mixture to sugar mixture. Mix well. Stir in oats and raisins. Mix well.

Drop dough from teaspoons onto a greased cookie sheet. Bake 10-12 minutes or until lightly browned. Let cool on wire racks. Makes about 3 dozen cookies.

CARAMEL POPCORN

INGREDIENTS:

2 T. vegetable oil
¼ c. popcorn
½ c. brown sugar (packed)
2 T. light corn syrup

¼ c. margarine
¼ tsp. baking soda
¼ tsp. salt

PROCEDURE:

Turn range to medium heat. Put vegetable oil and 2 kernels of popcorn in a large pan. Cover pan and wait until the kernels "POP." Then add remaining popcorn. Cover pan again. Shake pan on burner until corn is almost finished popping. Remove from heat. Spread popped corn on a cookie sheet.

Combine brown sugar and corn syrup in a medium saucepan. Add margarine, baking soda and salt. Bring mixture to a boil over medium heat. Boil about 5 minutes, stirring constantly. Remove from heat.

Pour caramel coating over popcorn immediately. Stir gently until all kernels are coated. Makes 3 to 4 servings.

FRENCH TOAST

INGREDIENTS:

2 eggs
1 tsp. sugar
1/8 tsp. cinnamon
2 T. margarine
bread (1 slice per person)
butter or margarine
maple syrup

PROCEDURE:

In a flat dish (to easily dip the bread slices), beat eggs with a fork until well mixed. Add sugar and cinnamon and mix.

Melt margarine in an electric skillet at 350°F.

Dip bread into egg mixture and fry until golden brown on each side.

Serve with butter, margarine, and/or maple syrup.

INDOOR S'MORES

INGREDIENTS:

¼ c. chocolate chips
6 long graham crackers, broken in half
6 large marshmallows, torn in half

PROCEDURE:

Preheat oven to 400°F. and cover a cookie sheet with foil, shiny side down.

Over low heat melt chocolate chips in a small saucepan or a double-boiler. Set out graham crackers and marshmallows. Separate the crackers into 2 equal stacks. Spread melted chocolate on half the crackers. Do not use the other crackers yet! Place a marshmallow half on top of each chocolate-covered cracker. Place these crackers on the foiled cookie sheet. Bake 3 minutes or until marshmallows are puffed and browned. Remove cookie sheet from oven. Now, top with remaining crackers. Bake until top crackers are warm, about 1 minute. Makes 6 s'mores.

SNACK PIZZA

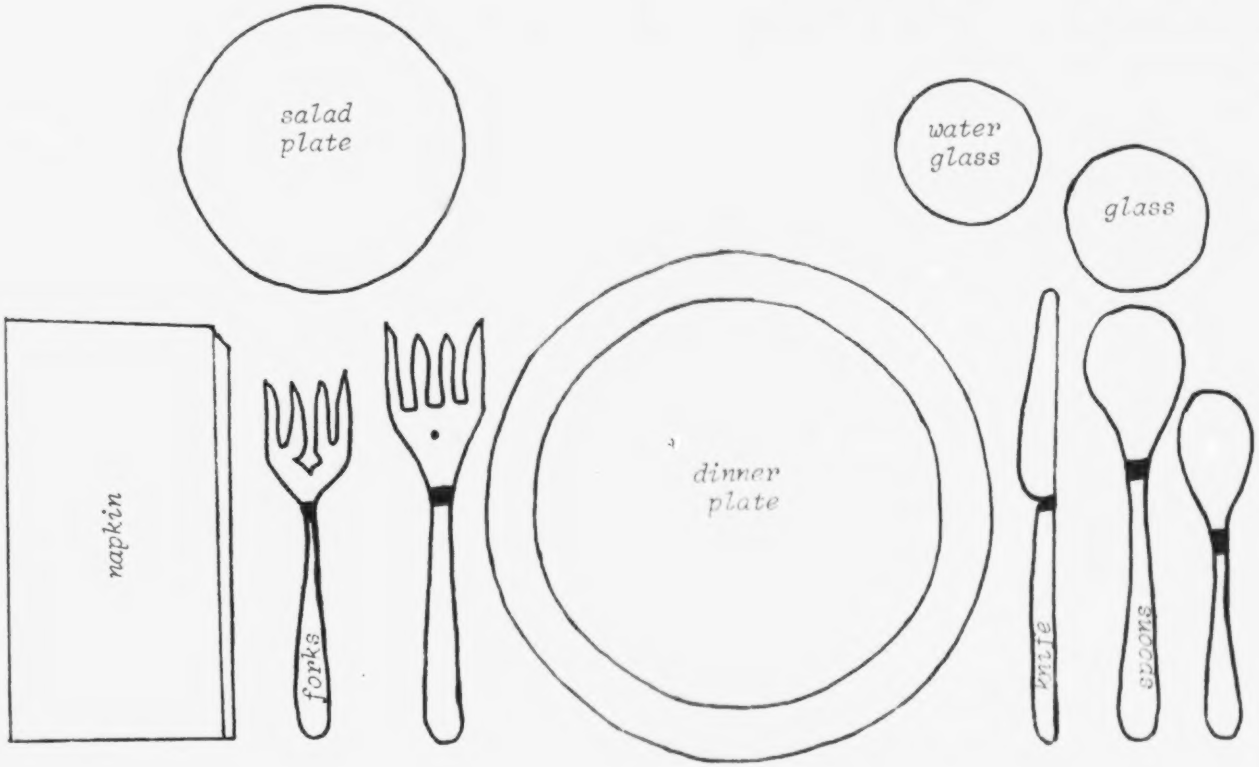
INGREDIENTS:

biscuits (2 per person)
pizza sauce
pepperoni slices
Parmesan cheese

PROCEDURE:

Preheat oven to 475°F. and grease one cookie sheet. Place biscuits on cookie sheet. Flatten each biscuit with the bottom of a glass, leaving a rim or an up-turned edge. (Dip glass in flour if dough sticks to it). Starting from center of each biscuit, use your fingertips and push dough "out and around" to make it bigger and flatter. Be sure to leave the rim! Spread each biscuit with pizza sauce. Add pepperoni slices and Parmesan cheese. Bake 7-10 minutes or until bottoms of biscuits are lightly browned. Makes 6 or 8 snack pizzas.

BASIC TABLE SETTING



Appendix P

TABLE SETTING BASICS

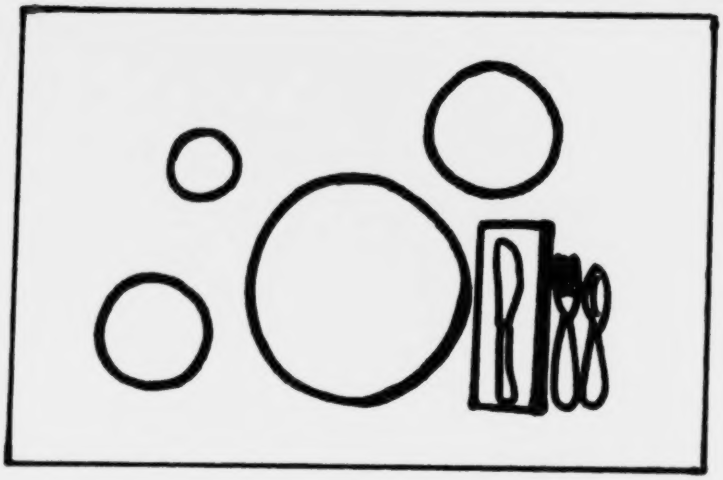
Directions:

Draw a diagram of the correct place setting for the menu below. Include dishes, flatware, glasses and a napkin.

Grape Juice
Buttered Toast
Milk

The place setting below is incorrect for the menu on the left. List five errors using the blanks provided.

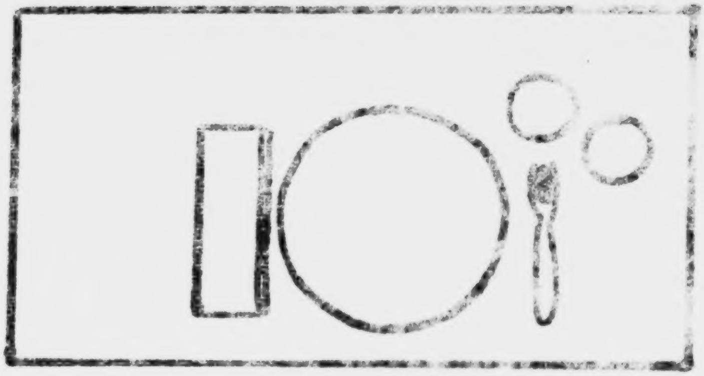
Spaghetti
Tossed Salad
Garlic Bread
Ice Cream
Milk



1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Appendix P

ANSWER KEY



1. Milk glass - wrong side
2. Salad plate - wrong side
3. Knife blade - turned in wrong direction
4. Napkin - wrong side
5. Fork - wrong side
6. Ice cream - served too early

UNIT TEST

FOODS AND NUTRITION

PART I: TRUE-FALSE

Directions: Read each statement carefully. If the statement is true, write the word "TRUE" in the space. Write "FALSE" if the statement is incorrect.

__________ 1. Teenagers need four or more servings from the milk group everyday.

__________ 2. Butter or margarine is a dairy product and belongs in the milk group.

__________ 3. Water is an essential nutrient and everyone should drink at least eight glasses everyday.

__________ 4. Every recipe can be increased or decreased; if you decrease the recipe you also decrease the cooking time.

__________ 5. When preparing a recipe exact measuring is not important, adding a little more of some ingredients always makes the recipe taste better.

__________ 6. Orange juice is a good source of Vitamin C.

__________ 7. To measure a cup of milk always use a metal measuring cup.

__________ 8. A slotted spoon separates food from liquid.

__________ 9. When setting a table, place all utensils to the left of the dinner plate.

__________ 10. A good safety measure is to wipe up spills on the floor right away.

PART II: FILL IN THE BLANKS

Directions: Read each statement carefully. Fill in the blank provided to the left of the statement with the correct answer.

________________ 1. Meat, fish, eggs, and peanut butter are good sources of (1).

________________ 2. (2) helps the thyroid gland.

________________ 3. (3) is used to lift solid foods from water or fat.

________________ 4. (4) is used to drain foods.

__________ 5. (5) is used to roll cookie dough and pastry.

__________ 6. The knife goes to the (6) side of the dinner plate.

__________ 7. The napkin goes to the (7) side of the dinner plate.

__________ 8. Rice, breads, and cereals are good sources of (8).

__________ 9. (9) helps prevent night blindness.

__________ 10. Milk is the leading source of (10), which is needed for bones and teeth.

PART III: MULTIPLE CHOICE

Directions: Read the statement carefully. Select the best answer and place the letter of that answer in the space provided to the left of the statement.

_____ 1. To cook in hot oil or shortening is to:
   a. bake.
   b. fry.
   c. simmer.
   d. boil.

_____ 2. To mix ingredients lightly, usually by lifting slightly in the air is to:
   a. toss.
   b. whip.
   c. stir.
   d. beat.

_____ 3. To cut into pieces with knife or food chopper is to:
   a. cut.
   b. blend.
   c. grate.
   d. chop.

_____ 4. A unit used to measure the heat given off by food when it is burned is:
   a. nutrient.
   b. calorie.
   c. mineral.
   d. vitamin.

_____ 5. Which are the best sources of Vitamin A?
   a. citrus fruits and tomatoes
   b. breads and cereal
   c. leafy green and deep yellow vegetables
   d. dry beans and dry peas

_____ 6. Which group of food is the best source of Vitamin C?
a. green peppers, sweet potatoes, and cabbage
b. lettuce, spinach, and chickpeas
c. cantaloupe, peaches, and strawberries
d. oranges, grapefruits, and tangerines

_____ 7. Corn, wheat, rice, and oats are examples of:
a. cereal grains.
b. quick breads.
c. minerals.
d. vitamins.

_____ 8. Used to measure small amounts of dry and liquid ingredients:
a. wooden spoon.
b. measuring spoons.
c. liquid measuring cups.
d. dry measuring cups.

_____ 9. To fold, turn, and press dough with the heel of the hand is to:
a. grate.
b. mix.
c. knead.
d. stir.

_____ 10. To cook over low heat so bubbles form slowly is to:
a. simmer.
b. boil.
c. dry.
d. bake.

PART IV: MATCHING
Group I:
Directions: Write the letter of the measurement from Column B in the blank preceding the equivalent measurement in Column A.

COLUMN A	COLUMN B
_____ 1. 1 cup	A. 16 ounces
_____ 2. 2 cups	B. 1 gallon
_____ 3. 1 quart	C. 4 cups
_____ 4. 1 lb.	D. 16 tbsp.
_____ 5. 1 tbsp.	E. 3 tsp.
_____ 6. 4 quarts	F. 1 pint

Group II:
Directions: Write the letter of the definition from Column B in the blank preceding the correct term in Column A.

COLUMN A

_____ 1. Wide Metal Spatula

_____ 2. Sifter

_____ 3. Colander

_____ 4. Cooling Rack

_____ 5. Liquid Measuring Cups

_____ 6. Plastic Spatula

_____ 7. Rolling Pin

_____ 8. Peeler

_____ 9. Pastry Blender

_____ 10. Wooden Spoon

COLUMN B

A. Used to scrape bowls and pans.

B. Used to sift and combine dry ingredients.

C. Used as a pancake turner.

D. Used to stir and cream mixtures.

E. Used to drain food.

F. Used to pare thin-skinned fruits and vegetables.

G. Used to roll cookie dough and pastry.

H. Used to cool cakes and cookies.

I. Used to measure liquid ingredients.

J. Used to mix flour and shortening for pie crust.

Group III:
Directions: Match the abbreviation in Column A to its correct name in Column B. Place the correct letter in the blank preceding the abbreviation.

COLUMN A

_____ 1. doz.
_____ 2. lb.
_____ 3. gal.
_____ 4. c.
_____ 5. tsp. or t.
_____ 6. pt.
_____ 7. min.
_____ 8. qt.
_____ 9. T. or tbsp.
_____ 10. oz.

COLUMN B

A. gallon
B. quart
C. dozen
D. teaspoon
E. pound
F. cup
G. ounce
H. tablespoon
I. pint
J. minute

PART V: LISTING

Directions: Read each statement carefully. Write the correct answers in the spaces provided.

A. Name the Five Basic Food Groups and give the number of servings required for a teenager in each group.

	Group	Number of Servings
1.		
2.		
3.		
4.		
5.		

B. Name the six Nutrients. Give one source and one function of each Nutrient.

	Nutrient	Source	Function
1.			
2.			
3.			
4.			
5.			
6.			

PART VI: LABELING

Directions: Draw a diagram of the correct place setting for the menu below. Include dishes, flatware, glasses, and a napkin.

Orange Juice
Scrambled Eggs
Bacon
Buttered Toast
Milk

UNIT TEST - ANSWER KEY

FOOD AND NUTRITION

PART I: TRUE-FALSE

1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. True
9. False
10. True

PART II: FILL IN THE BLANK

1. Protein
2. Iodine
3. Tongs
4. Colander
5. Rolling Pin
6. Right
7. Left
8. Carbohydrates
9. Vitamin A
10. Calcium

PART III: MULTIPLE CHOICE

1. B
2. A
3. D
4. B
5. C
6. D
7. A
8. B
9. C
10. A

PART IV: MATCHING (Group I)

1. D
2. F
3. C
4. A
5. E
6. B

MATCHING (Group II)

1. C
2. B
3. E
4. H
5. I
6. A
7. G
8. F
9. J
10. D

PART IV: [illegible]

1. C   6. [illegible]
2. E   7. J
3. A   8. B
4. F   9. B
5. D   10. [illegible]

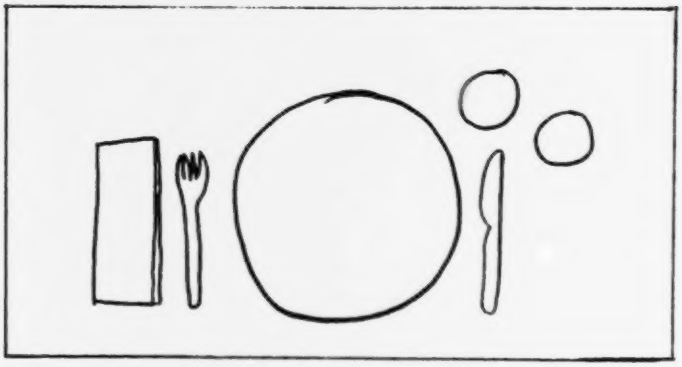
PART V: LISTING

A. Milk Group------------------------4 or more servings
Meat Group------------------------2 or more servings
Bread & Cereal Group--------------4 or more servings
Fruit & Vegetable Group-----------4 or more servings

B.

1. Protein	meats fish eggs peanut butter	Energy Builds and repairs tissues
2. Fats	oils butter cream bacon	Supplies energy Forms fat in the body
3. Carbohydrates	rice bread cereals spaghetti crackers	Supplies quick energy
4. Vitamins	fruits and vegetables breads liver	Keeps skin and eyes healthy Helps body use other nutrients Helps fight infection
5. Minerals	liver meats eggs milk products vegetables	Keeps blood healthy Builds strong bones and teeth
6. Water	fresh fruit and vegetables milk juices	Helps regulate body processes

PART VI: LABELING



EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT VIII: HOME ENVIRONMENT

SUGGESTED TIME: 1-4 WEEKS

UNIT EIGHT

HOME ENVIRONMENT

INTRODUCTION

The home is a basic unit of society. Because of this fact, it is pertinent that young people become aware of their responsibilities in the home. The focus of this unit is helping the individual learn to accept responsibility for care of the home.

COMPETENCIES

1. Recognize the importance of keeping the home clean and neat.
2. Develop an awareness of responsibilities that need to be shared in the home.
3. Recognize the worth of the individual in caring for the home.
4. Identify resources that can assist the individual in improving the environment of the home.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand the reasons for keeping the home clean and neat.
2. Identify effective ways of making the most of available storage space.
3. Explain how sharing of household chores results in happier family attitudes.
4. Identify correct procedures used in household cleaning.
5. Understand energy use in the home.
6. Demonstrate ways of improving the appearance of the home environment.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through discussion, students will identify the reasons for keeping a home neat and clean.
2. Through discussion, students will name household chores that are considered individual responsibilities and those that are family responsibilities.

3. Through discussion, students will explain how sharing responsibilities around the house prevents negative attitudes among family members.

4. On a written test, students will identify correct procedures to follow in cleaning a house.

5. Through discussion, students will name the ways of extending available storage space.

6. Through discussion, students will identify energy users in the home.

7. On a written assignment, students will list ways to conserve energy in the home.

8. Through class activity, students will plan and construct a home improvement project.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the responsibilities that family members may share in keeping a pleasant home environment. Use the materials in the appendix to enhance the presentation of subject matter. Develop a project that will improve the appearance of the home environment. Enlist the assistance of agencies that supply ideas and plans for improving the appearance of the home environment.

SUGGESTED INTEREST APPROACHES

1. Ask students to fantasize and plan a "Dream Bedroom."

2. Ask students to relate personal experiences in helping care for the home.

3. Complete an individual home improvement project.

UNIT OUTLINE

HOME ENVIRONMENT

I. Keeping the home clean

   A. Reasons
   B. Chores
      1. Individual
      2. Family
      3. Attitudes
   C. Procedures for cleaning
      1. Bedroom
      2. Kitchen
      3. Bathroom
      4. Floors
      5. Furniture

II. Wise use of storage

   A. Extending storage space
   B. Bedroom storage and arrangement

III. Use of energy in the home

   A. Energy users
   B. Ways to conserve

IV. Home improvement project

BASIC SKILLS CONCEPTS
HOME ENVIRONMENT

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Reasons for keeping a house clean and neat	Writing	1. List and discuss reasons why cleaning house is important.
Objective 2 Individual chores	Writing	2. Plan a schedule for family responsibilities around the house.
	Reading Writing	3. Complete "Care of the Home" word search.
Objective 4 Cleaning procedures	Reading Writing	2. Complete "Personal Chores" worksheet.
Objective 5 Ways of extending storage space	Reading Writing	1. Identify ways of extending storage space. Complete "My Storage Ideas" worksheet.
	Reading Writing Mathematics	3. Construct drawer dividers.
Bedroom storage and arrangement	Reading Writing	4. Complete exercise "Bedroom Checklist."
Objective 6 Energy Users	Reading Mathematics	3. Discuss chart illustrating amount of energy used by various appliances and compare energy use.
	Reading Writing	4. Complete worksheet "Kinds of Energy."
	Reading Writing	5. Evaluate personal energy habits using "Checking Energy Habits" worksheet.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 7 Factors affecting energy conservation	Reading Writing Mathematics	1. Determine the kinds of utility bills paid by family and amounts paid for one month. Calculate the cost per day.
	Reading Writing	2. Conduct an "Energy Waste Check" in your home using form provided.
Objective 8 Select home improvement project	Reading Writing	1. Select, plan, and complete project.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Through discussion, students will identify the reasons for keeping a home neat and clean.

Unit Content	Learning Activities
Reasons for keeping a house clean and neat --Enjoyment --Convenience --Prolong life expectancy --Health reasons --Safety	1. List and discuss reasons why cleaning house is important.

2. Through discussion, students will name household chores that are considered individual responsibilities and those that are family responsibilities.

Unit Content	Learning Activities
Individual chores --Make bed --Hang up clothes --Pick up after self --Iron clothes	1. Brainstorm individual chores and family chores. 2. Plan a schedule for family responsibilities around the house.
Family chores --Vacuum floors --Clean bathroom --Clean kitchen --Polish furniture --Put out garbage --Laundry --Yard care	3. Complete "Care of the Home" word search in Appendix A.

3. Through discussion, students will explain how sharing responsibilities around the house prevents negative attitudes among family members.

Unit Content	Learning Activities
Ways of preventing negative attitudes --Cooperation --Dependability --Trade-off jobs that are disliked --Consideration of others --Willingness --Accepts share of work	1. Discuss ways of preventing negative attitudes at home.

4. On a written test, students will identify correct procedures to follow in cleaning a house.

Unit Content	Learning Activities
Cleaning procedures --Bedroom . Keep things picked up . Empty trash can . Make bed daily . Dust furniture . Clean floor --Kitchen . Scrape food from dishes . Rinse dishes . Wash and dry dishes; load and unload dishwasher . Store unused food . Wipe countertops . Sweep floor . Clean sink . Clean appliances --Bathroom . Wipe out tub after each use . Scrub floor with mild soap . Hang towel and washcloth . Brush out toilet bowl with a disinfectant . Scour sink . Wipe faucets . Clean mirror . Empty trash can	1. Discuss procedures to follow when cleaning a house. 2. Complete "Personal Chores" sheet in Appendix B. 3. Participate in FHA school clean-up activity.

--Floors
  . Wood
  . Tile or linoleum
  . Carpet

--Furniture
  . Use clean soft cloth
  . Use slow gentle movements
  . Use furniture cleaner to prevent dust from scattering

---

5. Through discussion, students will name the ways of extending available storage space.

Unit Content	Learning Activities
Ways of extending storage space --Sort articles --Discard articles --Arrangement of articles --Storage devices --Drawer dividers --Bookshelves	1. Identify ways of extending storage space. Complete "My Storage Ideas" worksheet in Appendix C. 2. Discuss ways of improving storage space. 3. Construct drawer dividers--see Appendix D.
Bedroom storage and arrangement --Articles are stored nearest the place where they are used. --Each article is easy to see and reach. --Only articles that are alike are stacked or stored in front of one another. --Space fits size and shape of articles stored. --Space is flexible and can be changed to add new articles. --Arrangement is attractive and orderly. --Useless or outgrown articles are removed from prime storage space. --Arrangement is easy to keep clean, protects articles from dust. --Storage unit is well made--neat, sturdy, smooth.	4. Complete exercise "Bedroom Checklist" found in Appendix E.

6. Through discussion, students will identify energy users in the home.

Unit Content

Energy users
- Cook tops
- Ovens
- Refrigerators
- Washers
- Dryers
- Dishwashers
- Air conditioners
- Water heaters
- Small kitchen appliances
- Personal care appliances
- Lights
- Others

Learning Activities

1. Listen to resource speaker from a utility company explain how "energy audits" are conducted. Participate in question/answer session.

2. Brainstorm energy users in the home.

3. Discuss chart illustrating amount of energy used by various appliances and compare energy use.

4. Complete "Kinds of Energy" worksheet in Appendix F.

5. Evaluate personal energy habits using "Checking Energy Habits" worksheet in Appendix G.

6. Observe electric meter in operation when heating/air conditioning is in operation and when turned off. Note difference in speed of meter.

7. On a written assignment, students will list ways to conserve energy in the home.

Unit Content

Factors affecting energy conservation
- Home design
- Insulation
- Equipment selection and use
- Energy-efficient habits

Learning Activities

1. Determine the kinds of utility bills paid by family (electricity, gas, oil) and amounts paid for one month. Calculate the cost per day.

2. Conduct an "Energy Waste Check" in your home using the form in Appendix H. Discuss.

---

8. Through class activity, students will plan and construct a home improvement project.

Unit Content	Learning Activities
Select home improvement project Consider: --Time --Skill --Needs Examples of projects --Bulletin board --Latchhook --Dream bedroom --Wastebasket --Desk accessories --Coat hanger	1. Select, plan, and complete project. See Appendix I, J, and K (sample).

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting,

Contributing ideas and cooperating with other students in developing the project involving home improvement, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, materials for selected projects and handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Energy Management: A Guide to Saving Energy and Money at Home," Learning Seed Company, 21250 Andover, Kildeer, Illinois 60047.

Publications:

An Eagle Eye on Energy. Gulf Oil Corporation, P. O. Box 1563, Houston, Texas 17001.

Caring for a Home. Procter and Gamble Educational Services, P. O. Box 14009, Cincinnati, Ohio 45214.

Start with a Small Change, Publication No. 1457. Louisiana Cooperative Extension Service, Knapp Hall, University Station, Baton Rouge, Louisiana 70803.

Tips for Energy Savers. U.S. Department of Energy, Washington, D.C. 20585.

RESOURCES

Ament, Karen and Florence M. Reiff. *Steps in Home Living*. Peoria, Illinois: Bennett Publishing Company, 1984.

Make Your Home Environment Attractive, Convenient and Comfortable, Publication No. 1477. Louisiana Cooperative Extension Service, Knapp Hall, University Station, Baton Rouge, Louisiana 70803.

Start with a Small Change, Publication No. 1457. Louisiana Cooperative Extension Service, Knapp Hall, University Station, Baton Rouge, Louisiana 70803.

Wake Up Your Room, Publication No. 1477. Louisiana Cooperative Extension Service, Knapp Hall, University Station, Baton Rouge, Louisiana 70803.

Appendix A

CARE OF THE HOME

```
H V L H J K Z Q Y V R S W G V I X N F Y X B K M L D Z Q
F W M X X K D E Q W J E W G S W V A X K D T F R F K H U
U T D A B K C C O L T L O I O C U Y Q R A E A K D A Z V
S Z Z T I B G J O A V M J P Q R J U E S D F M V K F Y S
K G Q T W O N L R N X L K A E R O S O L T E W A J R T A
E K P R V V R O V J V R E E Z L D R F N N O Q S V N R G
H S Q A B S C G N K O E Z K D E L B A E V Y T R I F R H
O E A C S E A E A W G V N R J N P T U J M N T R T Y V M
S U K T D G V F E N W U A I S B C K J J Y E P D L P X V
P K W I P O L S E S I J Z E E E U X F Q W R R D U O Q S
R U P V F P U W W T F Z P E F N A N H G E M M A R L Z Q
Q X E E N O Y D K D Y I E N S D T Q R G Y Q H G E I I A
Z S D K H K X W D A X G I E K B B K N G K X G K S S R K
F H R R V I Q Q I A Q S P U N S T I Z N J Y Z R P H G N
S P D L D T S H A R I N G C O E F M X E T M V E O W I M
O E B T E C X O H D U L J X C C R F V I E E S J N V A N
M C A L W H L D Z K O N Y G W O C G U T M J Q Q S K K L
Q P J S J E E K I G X U T D I O O A Y N V R B Q I G D D
C O Q A O N L K N L E V B I P D V P S G F E A B B G C F
N D M O X N U D S Y E R G R Z A W V E I F X Z V I R A Z
T W C U A J A V A C U U M T V W G J U R O S C F L Y W N
P U S W B S I L F V D N R S E G F H H S A N P M I V S J
N B W W V C U E N F U T W K K R C J C U V T A B T S J K
N Y I L T O Y E Y I I A R R A N G E M E N T I L Y W B R
N V M L H U R W E Q K X C J Q F C E A K W L O O B E I W
P X A O A R D U S T H W A M M O N I A T O V C N N E E R
F M Q A P E V S T X C V F M H F V H D T D X N E X P S Q
X A Z T L R G L D X R X N K S S P C N T K B W P M G X D
```

THERE ARE 28 WORDS HERE - CAN
YOU FIND THEM?

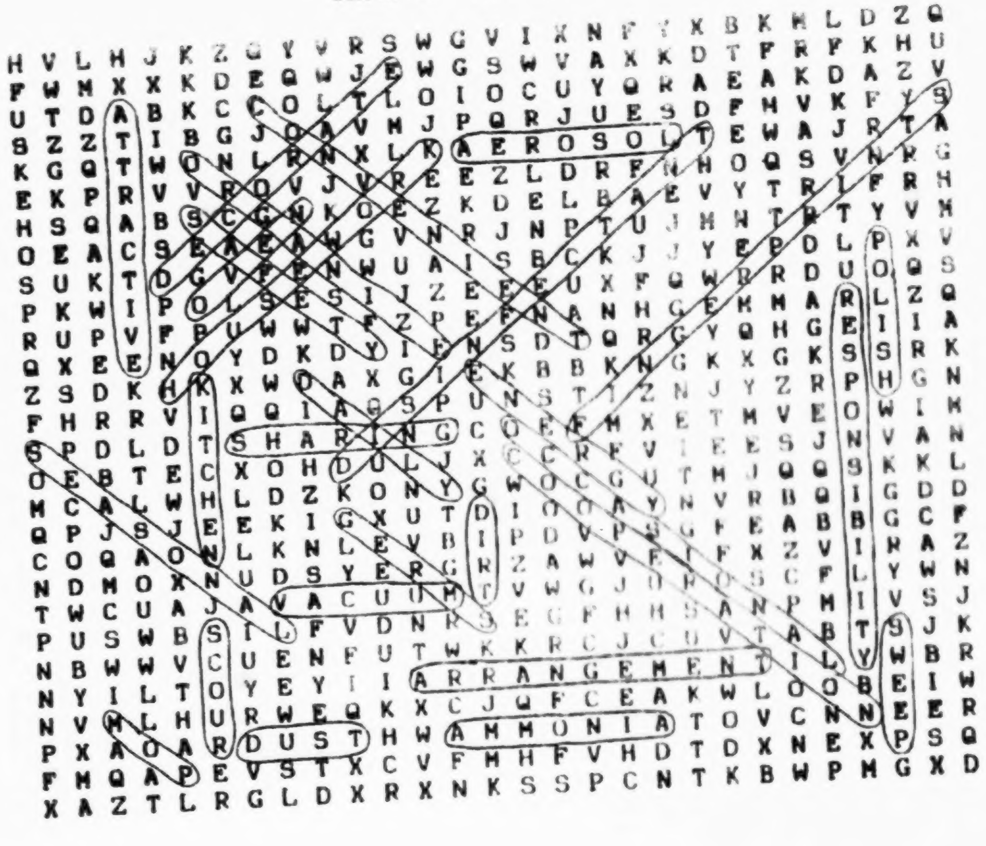
HERE ARE THE WORDS TO LOOK FOR:

AEROSOL	AMMONIA
ARRANGEMENT	ATTRACTIVE
CONVENIENT	COOPERATION
DAILY	DECORATE
DIRT	DISINFECTANT
DUST	ENERGY
FINGERPRINTS	GERMS
HOUSEWORK	KITCHEN
MOP	OCCASIONAL
ORGANIZE	OVEN
POLISH	RESPONSIBILITY
SAFETY	SCOUR
SEASONAL	SHARING
SWEEP	VACUUM

Appendix A

ANSWER KEY

CARE OF THE HOME



H	V	L	H	J	K	Z	G	Y	V	R	S	W	G	V	I	X	N	F	Y	X	B	K	M	L	D	Z	Q
F	W	M	X	X	K	D	E	Q	W	J	E	W	G	S	W	V	A	X	K	D	T	F	R	F	K	H	U
U	T	D	A	B	K	C	C	O	L	T	L	O	I	O	C	U	Y	Q	R	A	E	A	K	D	A	Z	V
S	Z	Z	T	I	B	G	J	O	A	V	M	J	P	Q	R	J	U	E	S	D	F	H	V	K	F	Y	S
K	G	Q	T	W	O	N	L	R	N	X	L	K	A	E	R	O	S	O	L	T	E	W	A	J	R	T	A
E	K	P	R	V	V	R	O	V	J	V	R	E	E	Z	L	D	R	F	N	H	O	Q	S	V	N	R	G
H	S	Q	A	B	S	C	G	N	K	O	E	Z	K	D	E	L	B	A	E	V	Y	T	R	I	F	R	H
O	E	A	C	S	E	A	E	A	W	G	V	N	R	J	N	P	T	U	J	M	N	T	R	T	Y	V	M
S	U	K	T	D	G	V	F	E	N	W	U	A	I	S	B	C	K	J	J	Y	E	P	D	L	P	X	V
P	K	W	I	P	O	L	S	E	S	I	J	Z	E	E	E	U	X	F	Q	W	R	R	D	U	O	Q	S
R	U	P	V	F	B	U	W	W	T	F	Z	P	E	F	N	A	N	H	G	E	K	M	A	R	L	Z	Q
Q	X	E	E	N	O	Y	D	K	D	Y	I	E	N	S	D	T	Q	R	G	Y	Q	H	G	E	I	I	A
Z	S	D	K	H	K	X	W	O	A	X	G	I	E	K	B	B	K	N	G	K	X	G	K	S	S	R	K
F	H	R	R	V	I	Q	Q	I	A	G	S	P	U	N	S	T	I	Z	N	J	Y	Z	R	P	H	G	N
S	P	D	L	D	T	S	H	A	R	I	N	G	C	O	E	F	M	X	E	T	M	V	E	O	W	I	M
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M	C	A	L	W	H	L	D	Z	K	O	N	Y	G	W	O	C	G	U	T	M	J	Q	Q	S	K	K	L
Q	P	J	S	J	E	E	K	I	G	X	U	T	D	I	O	O	A	Y	N	V	R	B	Q	I	G	D	D
C	O	Q	A	O	N	L	K	N	L	E	V	B	I	P	D	V	P	S	G	F	E	A	B	B	G	C	F
N	D	M	O	X	N	U	D	S	Y	E	R	G	R	Z	A	W	V	E	I	F	X	Z	V	I	R	A	Z
T	W	C	U	A	J	A	V	A	C	U	U	M	T	V	W	G	J	U	R	O	S	C	F	L	Y	W	N
P	U	S	W	B	S	I	L	F	V	D	N	R	S	E	G	F	H	H	S	A	N	P	M	I	V	S	J
N	B	W	W	V	C	U	E	N	F	U	T	W	K	K	R	C	J	C	U	V	T	A	B	T	S	J	K
N	Y	I	L	T	O	Y	E	Y	I	I	A	R	R	A	N	G	E	M	E	N	T	I	L	Y	W	B	R
N	V	M	L	H	U	R	W	E	Q	K	X	C	J	Q	F	C	E	A	K	W	L	O	O	B	E	I	W
P	X	A	O	A	R	D	U	S	T	H	W	A	M	M	O	N	I	A	T	O	V	C	N	N	E	E	R
F	M	Q	A	P	E	V	S	T	X	C	V	F	M	H	F	V	H	D	T	D	X	N	E	X	P	S	Q
X	A	Z	T	L	R	G	L	D	X	R	X	N	K	S	S	P	C	N	T	K	B	W	P	M	G	X	D

Appendix B

PERSONAL CHORES

Directions:

Now that you are familiar with the proper way to take care of your bedroom, list your personal chores in the spaces provided. Decide which chores need to be done everyday, once a week, and occasionally to keep your room clean and neat. If you share a bedroom, decide how chores can be divided equally. It is a good idea to post a chore list in your bedroom as a reminder to do your chores.

Chores I need to do everyday . . .

____

____

____

____

____

____

Chores I need to do once a week . . .

____

____

____

____

____

____

Chores I need to do every once in a while . . .

____

____

____

____

____

____

Appendix C

MY STORAGE IDEA

Plan a storage idea that would help organize your room. Use home improvement magazines for ideas or look in your own room to plan a way to store your belongings. Draw the idea and write step-by-step instructions for making it.

Appendix D
DRAWER DIVIDERS

Are your dresser drawers in a hodgepodge? Sometimes we're in such a hurry we forget to put things in the right place. You can get rid of the clutter in your drawers by using boxes or dividers to hold your socks, jewelry, scarfs, and other small things. You can also use dividers for sewing supplies, knives and forks, and other household articles.

Cardboard boxes make good drawer dividers. Use a separate box for each group of things you keep in the drawers. Try to find boxes that are clean and sturdy and the right size for each group of articles. Use the lid or the bottom or both.

To add color, paint the boxes with water-base paint or cover them with wallpaper or gift wrapping paper. Work carefully so your finished boxes will be neat and clean

HOW TO COVER BOXES

1. Trace around one side of box on wrong side of paper. Add 1/2 inch to one long edge. See photo 7.
2. Fold paper on other long line. Cut along outer lines through double thickness of paper. This piece will cover the inside and outside of box side. See photo 8.
3. Crease lines 1/2 inch from cut edges. One 1/2-inch allowance laps under bottom of box. The other goes on the inside bottom.
4. Fit piece to side of box and trim edges so piece will fit inside corner.
5. Repeat steps, 1, 2, 3, and 4 for other three sides of box. See photo 9.
6. Trace around bottom of box and cut out. Fit piece inside box and trim edges so paper will lie flat.
7. Cover sides of box first. Apply paste to one piece of paper and attach to side of box. Smooth out wrinkles and wipe off excess paste. Attach paper to other three sides.
8. Attach paper to inside bottom of box.

WHAT YOU NEED TO MAKE DRAWER DIVIDERS:

Boxes
Water-base paint and brush
or
Paper for covering boxes
Rubber cement or paste and small brush
Pencil
Scissors
Ruler
Newspapers

Information obtained from 4-H Home Environment project book.

LOUISIANA COOPERATIVE EXTENSION SERVICE
LOUISIANA STATE UNIVERSITY AGRICULTURAL CENTER

BEDROOM CHECKLIST

Directions

[illegible] scale of 1 to 10 for each item. Give it a 10 if it is very good and a 1 if it is very bad. If it is okay, but needs work, rate it between 1 and 10. Next to a low rating, tell how you can improve the item.

	Score	Ways to Improve
1. Bed made.		
2. Furniture polished.		
3. Shoes where they belong.		
4. Floor swept or vacuumed.		
5. Mirrors clean.		
6. Windows clean.		
7. Clothes stored properly.		
8. Trash can emptied.		
9. Easy to walk around in.		
10. Furniture arranged safely.		
11. A place for dirty clothes.		
12. A special place for everything.		
13. Curtain, shades, shudders, or blinds clean.		
14. Walls clean.		
15. Grooming aids stored properly.		
16. Bed linens clean.		

Appendix F

KINDS OF ENERGY

Directions:

Match the items in Column A to the kinds of energy they use in Column B. Place the correct letter(s) in the blanks provided.

		Column A		Column B
_____	1.	Toaster	A.	Electricity
_____	2.	Radio	B.	Natural gas
_____	3.	Car	C.	Gasoline
_____	4.	Clothes dryer		
_____	5.	Blow dryer		
_____	6.	Record player		
_____	7.	Motorcycle		
_____	8.	Television		
_____	9.	School bus		
_____	10.	Range and oven		

Appendix F

ANSWER KEY

__A__ 1. Toaster
__A__ 2. Radio
__C__ 3. Car
__A,B__ 4. Clothes dryer
__A__ 5. Blow dryer
__A__ 6. Record player
__C__ 7. Motorcycle
__A__ 8. Television
__C__ 9. School bus
__A,B__ 10. Range and oven

Appendix G

CHECKING ENERGY HABITS

Directions:

For each situation below, check the column that is most true for you. Discuss your answers. How might you conserve energy?

	ALMOST ALWAYS	ALMOST NEVER
1. I take long showers--20 minutes or more.		
2. I turn off electrical appliances and lights in the house when they're not being used.		
3. I keep the water running while I brush my teeth.		
4. When I leave my room, I keep the lights on.		
5. When I take a bath, I fill the tub past half-full.		
6. I walk, skate, jog, or ride my bike instead of asking my parents for a short ride.		
7. I turn off the radio when no one is listening to it.		
8. I make sure water faucets are closed tightly when I've finished using them.		
9. I open the oven door and "peak" when something is baking.		
10. I keep my bedroom windows open when the air conditioner is on.		

Appendix G

ANSWER KEY

NOTE: These are the answers of a person who conserves energy.

1. AN
2. AA
3. AN
4. AN
5. AN
6. AA
7. AA
8. AA
9. AN
10. AN

Appendix H

ENERGY WASTE CHECK

Directions:

Read each statement below carefully. Check the answer that is most true for your family. Discuss your answers with the class.

YES	NO		
_____	_____	1.	The filter in our heating/air-conditioning unit is cleaned or replaced at least once a month.
_____	_____	2.	Less hot water is used if we take quick showers instead of tub baths.
_____	_____	3.	The filter in the clothes dryer is kept free of lint.
_____	_____	4.	The family opens the refrigerator and freezer as few times as possible.
_____	_____	5.	When cooking on the stove, we use pots and pans the same size as the burners.
_____	_____	6.	Lights are turned off when they are not being used.
_____	_____	7.	The temperature indoors is kept at 78°F. or higher in the summer and no more than 70°F. in the winter.
_____	_____	8.	The house is not heated or cooled when we are away for several hours or longer.
_____	_____	9.	Water faucets are checked for leaks and repaired as soon as needed.
_____	_____	10.	The least amount of water is used for cooking, which is faster and more nutritious.

Appendix [illegible]

HOME IMPROVEMENT PROJECTS

Suggestions:

1. Bulletin Board

Cover an empty fabric bolt with contact paper, fabric, wrapping paper, etc. Decorate using trimmings and glue or tape. Complete by attaching a string, yarn or wire for hanging on the wall.

2. Latchhook

Select a latchhook project--rug, pillow, wall hanging, etc., and complete. Be sure that the project can be completed in the allotted time.

3. Dream Bedroom

Using pictures from magazines, catalogs, furniture store ads, etc., plan your dream bedroom. Include accessories such as plants, wall hangings, lamps, etc. Arrange pictures and accessories on a piece of construction paper, poster, etc.

4. Wastebasket

Use a large ice cream bucket from a commercial ice cream shop or other large container to make a wastebasket. Decorate the wastebasket using a collage, paint or markers. Varnish may be used to make the design permanent.

5. Desk Accessories

Desk accessories can be made easily using common household items. A 10 oz. - 15 oz. food can can be used as a pencil can. Small boxes similar to ring boxes, medicine boxes, etc. can be used for small desk items such as paper clips or tacks. Decorate these desk accessories using paint, contact paper, etc.

Appendix J

HOME IMPROVEMENT PROJECT

My "Dream Bedroom"

I. Floor Plan

1. On a sheet of typing paper, draw the floor plan of your "Dream Bedroom." Include walls, windows, doors and furniture.

II. Pictures

1. Locate pictures of curtains, bedspread, accessories, lighting, furniture, wall paper, flooring, etc.
2. Attach pictures to a sheet of typing paper and label.

III. Explanation Worksheet

1. After completion of project, you will complete the "Dream Bedroom" Summary Worksheet. This worksheet will summarize your project.

Appendix K

"DREAM BEDROOM"

Summary

1. How many windows does your bedroom have? ______________________

   Why ____

   ____

   ____

2. What is the central color scheme of your bedroom? ______________

   Why did you choose this color? ____________________________

   ____

   ____

3. What type of flooring did you choose? ______________________

   Why ____

   ____

4. What type(s) of window covering(s) did you choose? ____________

   ____

   ____

5. What type of bed covering did you choose? ____________________

   Why? ____

   ____

6. What types of accessories did you choose? ____________________

   ____

   ____

   ____

7. What are the ways you have chosen to light your bedroom? ________

   ____

   ____

8. Tell about something you have learned by doing this project. ______

   ____

   ____

   ____

   ____

   ____

   ____

UNIT TEST

HOME ENVIRONMENT

PART I: TRUE-FALSE

Directions: Read the following statements. Place a "T" in the blank preceding the statement if it is TRUE; place an "F" in the blank if the statement is FALSE.

_____ 1. Keeping a house clean and neat is not important.

_____ 2. Fixing your bed is a task which should be done once a week.

_____ 3. The lawn should be cut everyday.

_____ 4. Storage space should fit the size and shape of articles stored there.

_____ 5. It does not matter if you cannot see or reach items stored.

_____ 6. You should store items nearest to the place they are used.

_____ 7. Storage arrangements should be orderly and attractive.

_____ 8. Space should be flexible and can be changed to add new articles.

_____ 9. Storage units should be well made, neat, sturdy and smooth.

_____ 10. The arrangement of items in a closet is not important.

PART II: SHORT COMPLETION

Directions: Answer the following with short answers.

1. List 4 reasons for keeping a house clean and neat.

    1.

    2.

    3.

    4.

2. List 4 procedures for keeping a bedroom clean.

    1.

    2.

    3.

    4.

PART III: MATCHING
Group I
Directions: [illegible] response in Column B.

COLUMN A

_____ 1. Individual chores

_____ 2. Family chores

_____ 3. Big energy users

_____ 4. Small energy users

_____ 5. Energy conservers

COLUMN B

A. Water heater, air conditioner.

B. Vacuum floors, clean bathroom and kitchen, put out garbage.

C. Insulation, sealed doors, and windows.

D. Make your bed, iron, and pick up clothes.

E. Can opener, light bulbs, fan.

Group II
Directions: Match the items in Column A to the types of energy they use in Column B. Place the correct letter(s) in the blanks provided.

COLUMN A

_____ 1. Radio

_____ 2. School bus

_____ 3. Toaster

_____ 4. Car

_____ 5. Clothes dryer

_____ 6. Blow dryer

_____ 7. Record player

_____ 8. Range and oven

_____ 9. T.V.

_____ 10. [illegible]

COLUMN B

A. Natural gas

B. Electricity

C. Gasoline

PART IV: IDENTIFICATION

Directions: Identify the habits! Tell whether the habit is good or bad. Put a "G" in the blanks preceding the good habits and put a "B" in the blanks preceding the bad habits.

_____ 1. Take long, hot showers--30 minutes or longer.

_____ 2. Leave the lights and radio on when leaving your bedroom.

_____ 3. Make sure water faucets are closed tightly when you are finished.

_____ 4. Keep bedroom windows open when air-conditioner is on.

_____ 5. Walk or skate instead of asking parents for a short ride.

_____ 6. Open oven door and "peek" when something is baking.

_____ 7. Keep water running while brushing teeth.

UNIT TEST - ANSWER KEY

HOME ENVIRONMENT

PART I: TRUE-FALSE

1. F
2. F
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. F

PART II: SHORT COMPLETION

1. Enjoyment, convenience, prolong life expectancy, health reasons, and safety.

2. Keep things picked up, empty trash can, make bed daily, dust furniture.

PART III: MATCHING

Group I

1. D
2. B
3. A
4. E
5. C

Group II

1. B
2. C
3. B
4. C
5. A, B
6. B
7. B
8. A, B
9. B
10. C

PART IV: IDENTIFICATION

1. B
2. B
3. G
4. B
5. G
6. B
7. B

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT IX: PERSONAL DEVELOPMENT

SUGGESTED TIME: 1-5 WEEKS

UNIT NINE

PERSONAL DEVELOPMENT

INTRODUCTION

Helping students develop a positive self-concept is recognized as an integral part of the educational process. The quality of choices and decisions made daily are influenced by self-concept. This unit is designed to help junior high school students develop a positive self-concept at home and at school. The unit focuses on personal development, etiquette, family life, and good grooming.

COMPETENCIES

1. Recognize factors that make each person special.
2. Develop an awareness of personality and its influence on personal success.
3. Recognize the role of family life and friends in personal development.
4. Recognize general guides for etiquette in public places.
5. Recognize the grooming habits that contribute to healthy living.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Describe factors that make each person special.
2. Develop a positive self-concept for a successful life.
3. Describe the influence of family life and friends on personal development.
4. Know acceptable behavior for various public places.
5. Accept responsibility for care of self, particularly in the areas of personal hygiene and grooming.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In an activity, students will explain why each person is special.
2. On a written test, students will define inherited and acquired characteristics.
3. Through class activities, students will recognize the role of family and friends in personal development.

4. Through [illegible] places and give general guides for etiquette in [illegible] public places.

5. Through discussion, students will recognize the importance of accepting responsibility [illegible] of grooming and personal hygiene.

METHODOLOGY

Use the information from the unit outline to introduce the topical content of the factors involved in developing a positive self-concept. Use the materials in the appendix to enhance the presentation of family life and personal development. Invite resource people to promote an awareness of the importance of good grooming as it relates to a positive self-concept.

SUGGESTED INTEREST APPROACHES

1. Participate in the "Me Bag" activity.
2. View and discuss bulletin boards used to introduce subject matter.
3. Listen to resource speakers.

UNIT OUTLINE

PERSONAL DEVELOPMENT

I. Unique you

- A. Factors that make people different
- B. Terms
- C. Getting to know yourself

II. Family and friends

- A. Heredity
- B. Family
  - 1. Definition
  - 2. Types
  - 3. Importance
  - 4. Purposes
- C. Friends
  - 1. Qualities
  - 2. Ways to make friends

III. Community etiquette

IV. Good grooming

- A. Definition
- B. Habits
- C. Grooming aids
- D. Physical fitness

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Unique you	Reading Writing	4. Complete "Personal Profile."
	Reading Writing	6. Complete worksheet on "Who Are You?" Share with class.
	Writing	7. Participate in "Positive Strokes" activity.
Objective 2 Physical characteristics	Writing	1. Define and list examples of physical characteristics.
	Reading Writing	2. Complete exercise on "Personal Traits."
Objective 3 Family	Reading Writing	3. Complete exercise on "Communication Counts."
	Reading Writing	6. Complete the exercise "Family Facts."
Purposes of families	Reading	7. View and discuss transparency on "Purposes of Families."
	Reading Writing	8. Complete "Gift Certificates" activity.
Qualities of a good friend	Writing	10. Complete the sentence "A friend is . . ." in at least 8 different ways.
Ways to make new friends	Reading Writing	13. Complete and discuss worksheet on "Making New Friends."
Objective 4 Rules of etiquette in public places	Reading	3. Divide into small groups. Discuss case studies "Etiquette in Public Places."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 5 Grooming aids	Reading Writing Mathematics	5. Select a grooming aid and compare qualities and prices.
	Reading Writing	9. Select a good grooming topic and prepare a demonstration.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. In an activity, students will explain why each person is special.

Unit Content

Unique you
- --Factors that make people different

Terms to understand
- --Personality
- --Asset
- --Critic
- --Disposition
- --Self-confidence
- --Inherited characteristics
- --Acquired characteristics

Getting to know yourself
- --Likes
- --Dislikes
- --Leadership skills
- --Hobbies
- --Order in family
- --Age

Learning Activities

1. Participate in "Me Bag" activity. See Appendix A.
2. View "You Are Unique" bulletin board. Appendix B.
3. Discuss terms.
4. Complete "Personal Profile" in Appendix C.
5. Construct a collage which answers the question, "Who Am I?"
6. Complete worksheet on "Who Are You?" in Appendix D. Share with class.
7. Participate in "Positive Strokes" activity. Appendix E.

---

2. On a written test, students will define inherited and acquired characteristics.

Unit Content

Physical characteristics
- --Color of hair
- --Color of eyes
- --Color of skin
- --Height
- --Weight

Learning Activities

1. Define and list examples of physical characteristics.
2. Complete exercise on "Personal Traits" in Appendix F.

Heredity --Definition	3. Define heredity.

---

3. Through class activities, students will recognize the role of family and friends in personal development.

Unit Content	Learning Activities
Family --Definition --Types . Extended . Nuclear . Foster . Blended	1. Brainstorm meaning of "family." 2. Develop a poster that illustrates types of families. 3. Complete exercise on "Communication Counts" in Appendix G.
Importance of families --Love --Shelter --Clothing --Religion --Food --Friendship	4. Through discussion, list ways your family helps you. 5. Collect magazine pictures of parents and teenagers. Discuss relationships depicted by pictures. 6. Complete the exercise "Family Facts" in Appendix H.
Purposes of families --Love and commitment --Group identity --Reproduction --Socialization of children --Economics stability --Security	7. View and discuss transparency on "Purposes of Families" in Appendix I. 8. Complete "Gift Certificates" activity in Appendix J.
Qualities of a good friend --Understanding --Support --Listening --Loyalty --Sharing interests	9. View bulletin board "Make New Friends." Appendix K. 10. Complete the sentence "A friend is . . ." in at least eight different ways. 11. Discuss qualities of a good friend. 12. Tell how you made friends the first day you came to this school.

Ways to make new friends
  --Smile
  --Be friendly
  --Introduce yourself
  --Be yourself
  --Participate in school activities

13. Complete and discuss worksheet on "Making New Friends" in Appendix L.

14. Design a "Me" Tree. See Appendix M.

15. View filmstrip on friendships.

---

4. Through discussion, students will define public places and give general guides for etiquette in various public places.

Unit Content

Various public places
  --Favorite hangouts
  --Apartment buildings
  --Transportation
  --Dances
  --Restaurants
  --Theatres
  --Shopping centers
  --Church

Rules of etiquette in public places
  --Saying "please," "thank you," and "excuse me"
  --Disposing of garbage
  --Using public restrooms
  --Cutting lines (movie, cafeteria)
  --Playing stereo loud
  --Giving an adult a seat on a bus
  --Eating in a restaurant
  --Walking on a sidewalk
  --Respecting public property

Learning Activities

1. Define public place.

2. Discuss rules of etiquette in various places.

3. Divide into small groups. Discuss case studies in Appendix N.

4. Cite examples of incorrect behavior observed in public places.

5. Role play rules of good etiquette in public places.

---

5. Through discussion, students will recognize the importance of accepting the responsibility for care of self in the areas of grooming and personal hygiene.

Unit Content	Learning Activities
Good grooming --Definition --Habits . Care of: - hands/feet - skin - hair - nails - teeth . Use of deodorants . Taking a bath/shower	1. View film on grooming and define good grooming. 2. Discuss qualities of a well groomed individual and one who is poorly groomed. 3. Discuss good grooming habits.
--Grooming aids . Soap . Creams . Cleansers . Deodorants . Shampoos . Appliances	4. View display of grooming aids. 5. Select a grooming aid and compare qualities and prices. 6. Listen to resource speaker (hair dresser, dermatologist, cosmetologist, and so forth).
--Physical fitness . Exercise . Posture - Walking - Sitting - Stooping	7. View demonstration on aerobic exercise. 8. Select fitness project to complete as a part of FHA STAR Event, "The Student Body - A Nutrition Project." 9. Select a good grooming topic and prepare a demonstration.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing tests with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct spelling, punctuation, and correct grammar,

Contributing ideas and cooperating with other students in developing projects, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, newspapers, handouts, and resource people selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"As Otners See Us Series," Bennett Publishing Co., Peoria, Illinois 61615.

"Getting It All Together," Future Homemakers of America, 1910 Association Drive, Reston, Virginia 22091.

"Just for Teens," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"Looking Great, Feeling Great," Sunburst Communications, 39 Washington Avenue, Pleasantville, New York 10570.

"Me Power: Building Self-Confidence," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"Person to Person: Learning to Communicate," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"Shyness: Reasons and Remedies," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"The Group and You: Handling the Pressures," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"Who Am I?," Sunburst Communications, 39 Washington Avenue, Pleasantville, New York 10570.

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Clark, Aminah, Harris Clemes, and Reynold Bean. How To Raise Teenagers' Self-Esteem. San Jose, California: Enrich, Division/OHAUS, 1980.

Personal Care. Procter and Gamble Educational Service, P. O. Box 14009, Cincinnati, Ohio 45214.

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Ament, Karen. Steps in Home Living Student Guide. Peoria, Illinois: Bennett Publishing Company, 1984.

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Company, 1983.

Dunn, Martha. *Living, Learning and Caring.* Lexington, Massachusetts: Ginn and Company, 1976.

McGinley, Helen. *Caring, Deciding and Growing Resource Book.* Lexington, Massachusetts: Ginn and Company, 1983.

Schwartz, Anita K. and Deborah Guth. *Keeping Fit.* Hayward, California: Janus Book Publishers, 1982.

Schwartz, Anita K. and Deborah Guth. *Looking Good.* Hayward, California: Janus Book Publishers, 1982.

Slater, Shirley. *What Do You Like About Yourself?* Washington, D.C.: Home Economics Education Association, 1982.

State of Louisiana Department of Education. *Louisiana Adviser's Handbook Future Homemakers of America.* Baton Rouge, Louisiana: Louisiana Department of Education.

Stone, Deborah Ross. *Young Living Student Guide.* Peoria, Illinois: Bennett Publishing Company, 1983.

Vanderhoff, Margil. *Living, Learning, and Caring Teacher's Guide.* Lexington, Massachusetts: Ginn and Company, 1976.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett Publishing Company, 1983.

Appendix A

"ME BAG"

A "Me Bag" is designed to tell something about a person. Ask each student to bring a "Me Bag" to school. The student should place five to ten items that tell something about his/her personality in the bag. These items could give hints about a hobby, friends, interests, etc.

Instructions for use:

1. Collect all the bags before class begins. Distribute one bag to each student. The student will empty the contents, look at the items, and try to determine who the bag belongs to. After everyone has made a decision, each student will share with the class some of the contents of the bag and who he/she believes the bag belongs to.

   or

2. The teacher will collect all of the bags. She will empty the contents of each bag in front of the students, and together they will try to determine who the bag belongs to.

You are Unique!

Appendix C

PERSONAL PROFILE

Directions:

Answer the questions below to develop a deeper awareness of your personal qualities.

1. What two things do you like about yourself?
   a. ______________________________
   b. ______________________________
2. What do you think your friends like about you? List two things.
   a. ______________________________
   b. ______________________________
3. What do you think your teachers like about you. List two things.
   a. ______________________________
   b. ______________________________
4. List two things about you that help you to make friends.
   a. ______________________________
   b. ______________________________
5. Name two ways you have shown leadership.
   a. ______________________________
   b. ______________________________
6. How has school helped you to become a better person?
   a. ______________________________
   b. ______________________________
7. What are some of your hobbies or some activities you enjoy?
   a. ______________________________
   b. ______________________________
8. How old would you like to be right now? Why?
   a. ______________________________
   b. ______________________________
9. Would you like to be the oldest, youngest, middle, or only child in a family? Why?
   a. ______________________________
   b. ______________________________
10. Would you rather have love, laughter, or security in your life? Why?
    a. ______________________________
    b. ______________________________

Appendix D

WHO ARE YOU?

Directions:

Read the list of descriptive terms below. Circle no more than ten words that you believe describe you.

Absent-minded
Ambitious
Angry
Anxious
Awkward
Bashful
Bully
Brave
Capable
Carefree
Cheerful
Clever
Confident
Creative
Daring
Dependable
Determined

Domineering
Economical
Energetic
Fearful
Forgiving
Friendly
Giving
Gullible
Happy
Helpful
Honest
Impatient
Inconsiderate
Intelligent
Irritable
Kind
Lazy

Lively
Lonely
Loving
Mature
Nervous
Noisy
Observant
Organized
Outgoing
Particular
Patient
Patriotic
Polite
Proud
Quiet
Rational
Relaxed

Righteous
Religious
Responsible
Selfish
Sensible
Silly
Sneaky
Strong
Stubborn
Studious
Talented
Tender
Thoughtful
Understanding
Wise
Withdrawn
Worried

Using the words circled, write a paragraph to describe you.

____

____

____

____

____

____

____

Appendix E

POSITIVE STROKES

Directions:

Provide each student with a small paper bag and one index card.

Student Directions:

Write your name on the outside of the paper bag. Put the index card inside the bag. Exchange paper bags. On the index card inside the bag, write a positive comment about that student. Continue exchanging bags until you get your bag.

Read the comments written by your classmates.

Appendix [illegible]

PERSONAL TRAITS

Directions:

Each personal trait listed below was either inherited or is changeable. Write an I next to each trait that you inherited, a C next to those that are changeable, and IC next to those traits that are both inherited and changeable.

_______ 1. How smart I am.

_______ 2. How I cut and style my hair.

_______ 3. The length of my fingernails.

_______ 4. The color of my hair.

_______ 5. How often I smile.

_______ 6. The size of my feet.

_______ 7. The condition of my fingernails.

_______ 8. The size of my waistline.

_______ 9. The color of my eyes.

_______ 10. The way I sit and stand.

_______ 11. My attitude toward my teachers.

_______ 12. How nice I am to family members.

_______ 13. How skillful I am at sports.

_______ 14. How quiet or talkative I am.

_______ 15. The color of clothes I wear.

_______ 16. How straight my teeth are.

_______ 17. The condition of my teeth.

_______ 18. The grades I make in school.

_______ 19. The number of friends I have.

_______ 20. The thickness [illegible] of my skin.

Appendix G

COMMUNICATION COUNTS

I. Do You Agree or Disagree?

Read each statement below. Place a check in the "agree" column if you agree with the statement or place a check in the "disagree" column if you disagree with the statement. There are no right or wrong answers. Your choice will be influenced by your opinion.

Agree	Disagree	Statement
		1. Listening to others is more important than talking.
		2. Communication is difficult.
		3. Silence is one way to communicate.
		4. Nonverbal communication is more effective than speaking out loud.
		5. You can talk and not be communicating.
		6. It is harder to communicate with friends than with family.
		7. Most people do not know how to communicate skillfully.
		8. You can appear to be listening but not really hear.
		9. Emotions do not control communication.
		10. The first words spoken can determine the success of communication.

II. How Do You Communicate?

Place a check in front of the best answers.

I communicate best with these people in my world.

_______ 1. friends
_______ 2. parents
_______ 3. grandparents
_______ 4. younger children
_______ 5. brother(s)
_______ 6. sister(s)
_______ 7. adults
_______ 8. relatives
_______ 9. classmates
_______ 10. teachers
_______ 11. store clerks
_______ 12. neighbors

Appendix H

FAMILY FACTS

True or False?

Write "true" in the blank preceding each true statement and "false" in the blank preceding each false statement.

________ 1. Emotions effect communication.

________ 2. Traditions have no influence on how families celebrate holidays.

________ 3. An extended family consists of a mother, father, and children living in the same house.

________ 4. A nuclear family includes a parent, stepparent, children, and stepchildren living in the same house.

________ 5. You still need your family once you grow up and move out on your own.

________ 6. Good communication will increase the number of conflicts you have with family members.

________ 7. All family members have a right to privacy.

________ 8. It is your responsibility to get along with other family members.

________ 9. Changes occur in all families.

________ 10. A privilege gives you freedom to do as you want.

________ 11. Communication can help families cope with change.

________ 12. Younger brothers and sisters look up to an older sibling.

________ 13. Your basic personal values are influenced by your family.

________ 14. Your actions affect the amount of trust your parents have in you.

________ 15. A compromise is when you get your way on a decision with your parents.

Appendix H

ANSWER KEY

1. True
2. False
3. False
4. False
5. True
6. False
7. True
8. True
9. True
10. False
11. True
12. True
13. True
14. True
15. False

Appendix I

PURPOSES OF FAMILIES

1. LOVE AND COMMITMENT
2. GROUP IDENTITY
3. REPRODUCTION
4. SOCIAL ACTIVITIES
5. ECONOMIC STABILITY
6. SECURITY

Appendix J

GIFT CERTIFICATES

Directions:

Fill out the following certificates and give them to members of your family. Select ideas from the list below or make up your own.

_____ One week of watering the plants

_____ Three hours of free babysitting for brother or sister.

_____ One week of keeping the yard clean and neat

_____ One breakfast in bed

_____ One week of vacuuming the house

_____ One discussion on the day's happenings at school

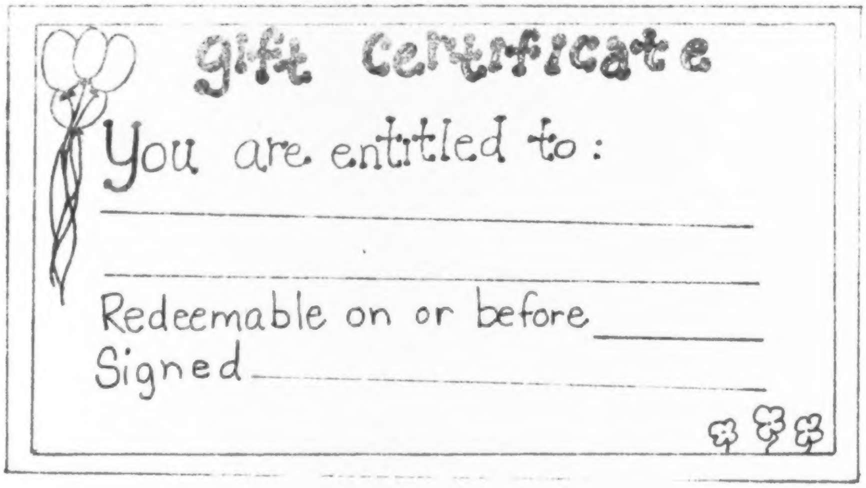
_____ One week of cleaning own bedroom

_____ One week of no arguing with brothers and sisters

_____ One week of dishwashing

_____ Entertainment of a younger brother or sister while a meal is being prepared.

Appendix J - GIFT CERTIFICATES



gift Certificate

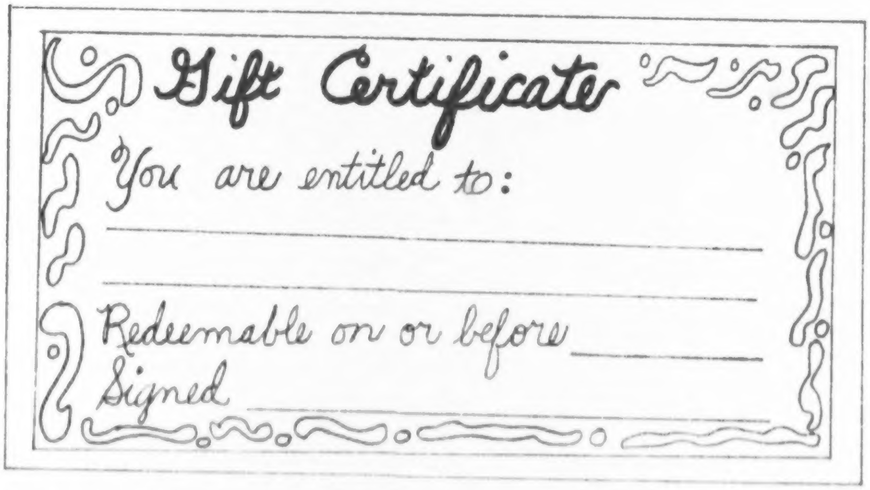
You are entitled to:

____

____

Redeemable on or before ________

Signed ________________________



Gift Certificate

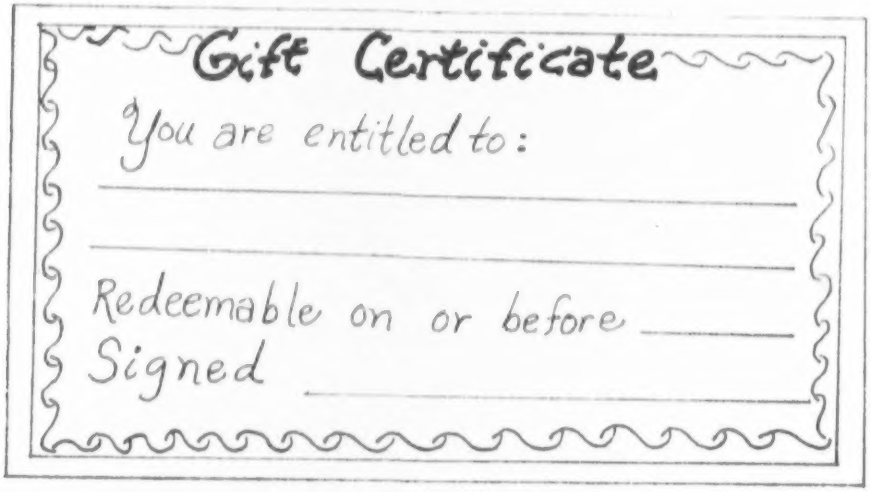
You are entitled to:

____

____

Redeemable on or before ________

Signed ________________________



Gift Certificate

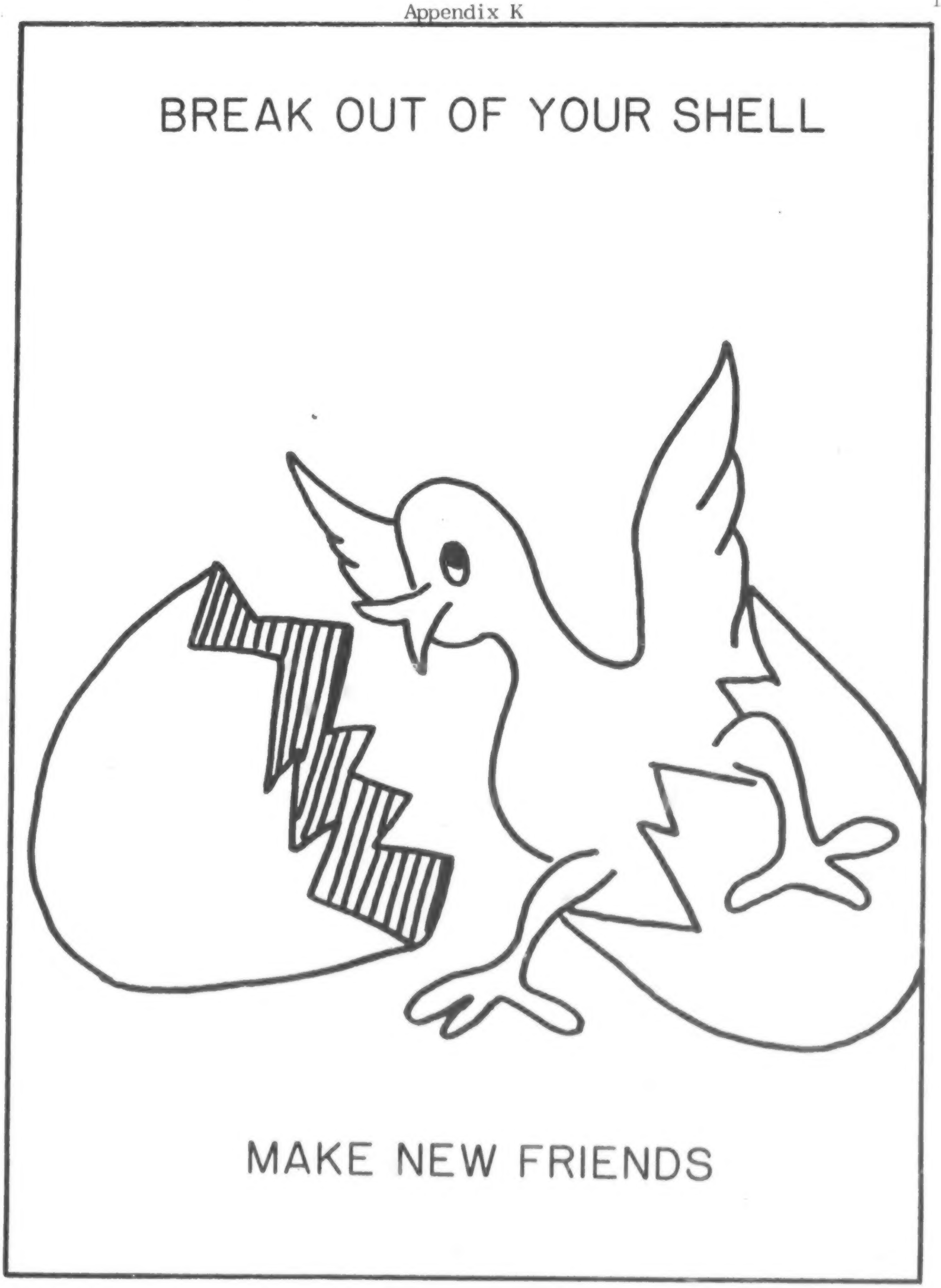
You are entitled to:

____

____

Redeemable on or before ________

Signed ________________________


BREAK OUT OF YOUR SHELL
MAKE NEW FRIENDS

Appendix L

MAKING NEW FRIENDS

Directions:

Read each situation below. Circle the letter of the answer which would help develop lasting friendships. Explain why you chose that answer in the space provided.

1. You are spending the night at your friend's home. You would: A. Watch TV as late as possible since your parents are not around. B. Keep your things together neatly so you will not leave items. C. Leave a dirty ring in the bathtub after you have taken a bath.

   Explain:

2. Two friends who are walking home from an FHA meeting with you begin gossiping. You would: A. Agree with the gossip your friends are sharing. B. Join in by telling a rumor you heard at school. C. Ignore the conversation and say nothing.

   Explain:

3. You are talking to your friends in the gym at school and notice a new classmate standing alone. You would: A. Tell your teacher that the new classmate is quiet and shy. B. Invite the new classmate to join you and your friends. C. Ignore the new classmate and keep talking.

   Explain:

Appendix L

ANSWER KEY

1. B.
2. C.
3. B.

Explanations for each choice will vary.

Appendix M

ME TREE

A "Me" tree is designed to represent a person: his hobbies, family, interests, friends, personality, etc.

Instructions:

(1) On an 8½ x 11 inch sheet of paper, draw a "Me" tree. Each branch will represent something different--either a hobby, an interest, a like or dislike, etc. Write these different things on the branches of the tree.

(2) Design a "Me" tree by using construction paper, scissors, and glue. Draw a tree. Cut geometric shapes from construction paper, write hobbies, interests, etc. on the shapes, and glue the shapes near the branches. The geometric shapes should appear to be hanging from the branches, similar to Christmas bulbs on a Christmas tree.

(3) Use an old, small branch. Cut out geometric shapes from construction paper and write interests, etc. on these shapes. Punch a small hole at the top of the shape, pass a 5" piece of yarn or string through the hole, and tie in a knot. The geometric shapes can then be hung from the branch.

Appendix N

CASE STUDIES:
ETIQUETTE IN PUBLIC PLACES

Directions:

Read each case study below. Think about what a good citizen would do in each situation. Answer the question(s) about each case keeping in mind the meaning of etiquette in public places.

Case Study 1:

Eric left his after-school job and was running to catch a bus home at 5:15. When Eric arrived at the bus stop he found a crowd already waiting for the same bus. When the bus stopped he realized that everyone would not be able to get on. Eric did not want to wait 15 minutes to catch the next bus. He knew that he could push through the line and get on the bus before the others.

How could Eric show good etiquette in this situation?

Case Study 2:

Phyllis and Jody stopped by the Ice Cream Station after cheerleader practice. The station is the most popular meeting place near the school. The girls sat in a booth for four so they would not be crowded, although there was a table for three available as well as two stools at the counter.

Each one ordered an ice cream cone and settled down to an hour and a half of talking. During this time, several groups of three or four came in and left because there were not any available booths or tables for a group that size. The waitress, who also was part owner of the shop, checked with the girls several times to see whether or not they wanted to order anything else. Each time, the girls asked for a glass of water so they would not be empty-handed. Finally, when the girls left the waitress went to the booth with a large tray and began cleaning up.

Were the girls considerate of the shop owner? Explain.

Were Phyllis and Jody considerate of other customers? Explain.

List some suggestions about etiquette in snack shops.

Case Study 3:

Paul and his father recently moved into a six-story apartment building which houses many families. Paul's favorite recreation is practicing on his new guitar. This was not a problem when Paul and his father lived in a single family house on the beach. But, now the neighbors are complaining.

What should Paul do?

Is there any way he can keep on enjoying his favorite recreation, yet not cause the neighbors to complain?

PART IV: MATCHING

Directions: Write the letter of the definition in Column B in the blank to the left of the term in Column A.

COLUMN A

_____ 1. Personality

_____ 2. Asset

_____ 3. Critic

_____ 4. Disposition

_____ 5. Self-confidence

_____ 6. Heredity

_____ 7. Acquired characteristics

_____ 8. Physical characteristics

_____ 9. Proper etiquette

_____ 10. Family

_____ 11. Public places

_____ 12. Good grooming

COLUMN B

A. One who finds fault.

B. The total of what a person is.

C. Making the most of personal appearance.

D. The transmission from parent to offspring of certain characteristics.

E. People who provide food, clothing, and shelter.

F. A desirable thing.

G. Restaurants, theatres, shopping centers, and church.

H. Hair color, eye color, and skin color.

I. Sure of oneself.

J. Temperament.

K. Personality, stubborn, silly.

L. Giving an adult a seat on a bus.

UNIT TEST - ANSWER KEY

PERSONAL DEVELOPMENT

PART I: TRUE-FALSE

1. T
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9. F
10. F
11. F
12. T

PART II: SHORT COMPLETION

1. Religion, sex, physical characteristics (hair, eyes, skin), acquired characteristics (personality, values, morals)
2. Color of hair, color of eyes, color of skin, height, weight
3. Extended
   Nuclear
   Foster
   Blended
4. Understanding
   Support
   Listening
   Loyalty
   Sharing interests

UNIT TEST

PERSONAL DEVELOPMENT

PART I: TRUE-FALSE
Directions: If the statement is true, write "T" in the blank to the left; if the statement is false write "F".

_____ 1. Good grooming aids include soap, cream, cleansers, deodorant, and shampoo.

_____ 2. Proper application of grooming aids is essential for good grooming.

_____ 3. Using deodorant daily is not important.

_____ 4. You should take care of your hands, skin, hair, nails, and feet.

_____ 5. Good grooming does not include your teeth.

_____ 6. A teenager does not need to consider physical fitness as an important aspect of grooming.

_____ 7. It is o.k. to play your stereo loud in a public place.

_____ 8. One of the basic rules of proper etiquette is to say "please," "thank you," and "excuse me."

_____ 9. You should always cut in lines in the movies if the line is too long to wait in.

_____ 10. It is not important for the family to provide friendship.

_____ 11. The most important aspect of the family is to provide food.

_____ 12. Shelter, clothing, and religion are a few of the important ways your family helps you.

PART II: SHORT COMPLETION
Directions: Complete the following questions.

1. List at least 3 ways people are different.
    1.
    2.
    3.

2. Name 3 characteristics which are physical.
   1.
   2.
   3.

3. List the 4 different types of families.
   1.
   2.
   3.
   4.

4. List 3 characteristics of a good friend.
   1.
   2.
   3.

5. What are 5 purposes of the family.
   1.
   2.
   3.
   4.
   5.

6. Name 4 places which are considered public.
   1.
   2.
   3.
   4.

PART III: DISCUSSION
Directions: Answer the following question.

1. Explain in your own words why each person is special.

5. Love and commitment
   Group identity
   Reproduction
   Socialization of children
   Economic stability
   Security

6. Favorite hangouts
   Apartment buildings
   Transportation
   Dances
   Restaurants
   Theatres
   Shopping centers
   Church

PART III: DISCUSSION

Answers will include factors such as personality, opinion, values, morals, etc.

PART IV: MATCHING

1. B

2. F

3. A

4. J

5. I

6. D

7. K

8. H

9. L

10. E

11. G

12. C

EXPLORATORY HOMEMAKING

SEVENTH GRADE

UNIT X: EVALUATION

SUGGESTED TIME: 1-2 WEEKS

UNIT TEN

EVALUATION

INTRODUCTION

The teacher should devote some time to the evaluation of student progress, lessons, units, and methods of instruction. The length of time devoted to evaluation will be influenced by the length of time students are enrolled in consumer homemaking education.

CONTENT OUTLINE

EXPLORATORY HOMEMAKING

EIGHTH GRADE

Unit	Title	Suggested Time Schedule
Unit I.	Orientation	1 week
Unit II.	Careers	1-2 weeks
Unit III.	Child Care and Development --Option One Care of infants and preschoolers, Toys, Safety, Missing children --Option Two Prenatal care and development, Costs of having a baby, Birth defects--environmental and hereditary	1-4 weeks
Unit IV.	Clothing and Textiles	1-8 weeks
Unit V.	Consumer Education	1-3 weeks
Unit VI.	Food and Nutrition	1-8 weeks
Unit VII.	Future Homemakers of America	1-2 weeks
Unit VIII.	Housing, Home Care, and Safety	1-3 weeks
Unit IX.	Personal Care and Appearance	1-3 weeks
Unit X.	Personality Development	1-3 weeks
		6, 9, 12, 18, or 36 weeks

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT I: ORIENTATION

SUGGESTED TIME: 1 WEEK

UNIT ONE

ORIENTATION TO HOME ECONOMICS

INTRODUCTION

Students enrolled in exploratory home economics need to have an understanding of the scope of home economics. This unit is designed to introduce eighth graders to the home economics department and the field of home economics.

COMPETENCIES

1. Recognize the areas of home economics.

2. Identify benefits gained from home economics.

3. Develop a familiarity with the home economics department.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify the areas of home economics

2. Become familiar with the home economics department.

SPECIFIC PERFORMANCE OJBECTIVES AND MASTERY CRITERIA

1. In a discussion, students will become aware of the field of home economics.

2. Through a tour, students will become familiar with the home economics department.

METHODOLOGY

Information from the unit outline and other available sources may be used to introduce the topical content of this unit. Use the appendices to reinforce class discussions.

SUGGESTED INTEREST APPROACHES

1. Ask students to answer the questions: "Why did you enroll in home economics?" "What do you want to learn in home economics?"

2. Take students on a tour of the home economics department.

METHODOLOGY

Information from the unit outline and other available sources may be used to introduce the topical content of this unit. Use the appendices to reinforce class discussions.

SUGGESTED INTEREST APPROACHES

1. Ask students to answer the questions: "Why did you enroll in home economics?" "What do you want to learn in home economics?"

2. Take students on a tour of the home economics department.

UNIT OUTLINE

ORIENTATION

I. Areas of home economics

II. Benefits of home economics

III. Scope and sequence

IV. Orientation to home economics

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. In a discussion, students will become aware of the field of home economics.

Unit Content	Learning Activities
	1. Answer the questions: "Why did you enroll in home economics?" and "What do you want to learn in home economics?" Discuss.
	2. View bulletin board introducing home economcis. Appendix A.
	3. View filmstrip on careers in home economics.
Areas of home economics --Consumer education --Child care and development --Clothing and textiles --Family relations --Food and nutrition --Housing --Personal development	4. Discuss the areas of home economics.
Benefits gained from home economics --Gain an understanding of self, peers, and family --Develop interpersonal skills --Learn decision-making skills --Gain an appreciation for people of all ages --Improve basic skills in math, reading, and writing --Develop consumer skills --Learn new skills --Prepare for family living and a career --Gain opportunities to participate in Future Homemakers of America	5. View transparency on "Benefits of Home Economics," in Appendix B. Add to the list.
Scope and sequence	6. Cooperative activity: Complete scope and sequence form in Appendix C.

2. Through a tour, students will become familiar with the home economics department.

Unit Content	Learning Activities
Home economics department --Teachers --Rooms --Policies --FHA organization --Lab fees --Textbooks --Equipment and supplies --Grading system Personal data form	1. Participate in an orientation to home economics. 2. Tour the home economics department. 3. Participate in a scavenger hunt to find location of items to be used during semester (scissors, magic markers, etc.). 4. Complete personal data card.

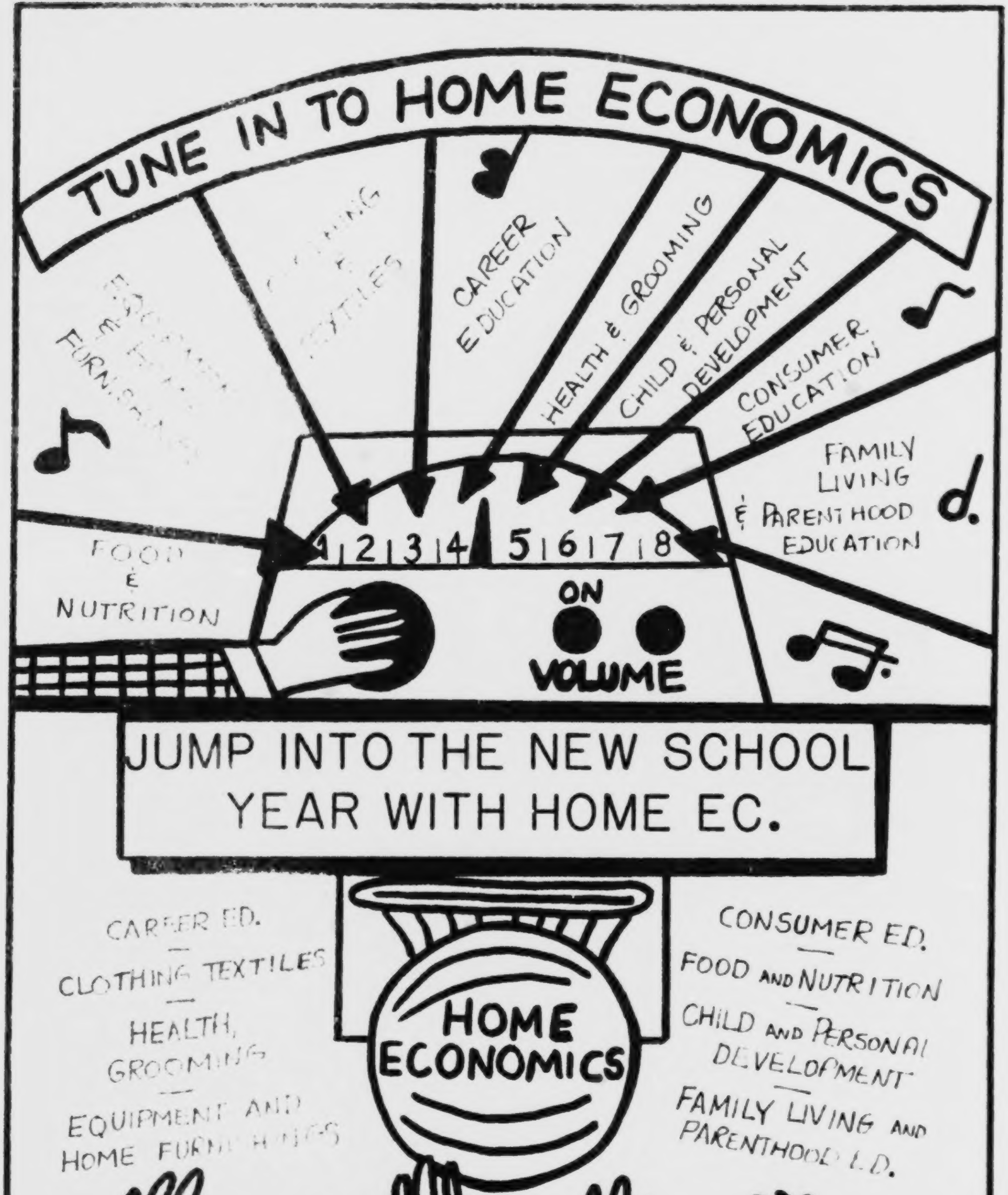
EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Actively participating in class discussions and activities.

EQUIPMENT AND SUPPLIES

Bulletin boards, films, index cards, and textbooks selected by the teacher.


TUNE IN TO HOME ECONOMICS
EQUIPMENT & HOME FURNISHINGS
CLOTHING & TEXTILES
CAREER EDUCATION
HEALTH & GROOMING
CHILD & PERSONAL DEVELOPMENT
CONSUMER EDUCATION
FAMILY LIVING & PARENTHOOD EDUCATION
FOOD & NUTRITION
1 2 3 4 5 6 7 8
ON
VOLUME
JUMP INTO THE NEW SCHOOL YEAR WITH HOME EC.
CAREER ED.
CLOTHING TEXTILES
HEALTH, GROOMING
EQUIPMENT AND HOME FURNISHINGS
HOME ECONOMICS
CONSUMER ED.
FOOD AND NUTRITION
CHILD AND PERSONAL DEVELOPMENT
FAMILY LIVING AND PARENTHOOD ED.

BENEFITS OF HOME ECONOMICS

Gain an understanding of self, peers, and family.

Develop interpersonal skills.

Learn decision-making skills.

Gain an appreciation for people of all ages.

Improve basic skills, i.e. math, reading, writing.

Develop consumer skills.

Learn new skills.

Prepare for family living and a career.

Gain opportunities to participate in Future Homemakers of America.

Appendix C

SCOPE AND SEQUENCE

DIRECTIONS:

To help you to know the units that will be taught and the length of time to be devoted to each, complete this form.

UNIT	NUMBER OF WEEKS

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT II: CAREERS

SUGGESTED TIME: 1-2 WEEKS

UNIT TWO

CAREERS

INTRODUCTION

In this country, there are more than 30,000 different kinds of jobs from which to choose. Many of them may fit the interests, skills, work experience and educational goals of teenagers enrolling in home economics classes. This unit is designed to introduce eighth grade students to career possibilities related to home economics. The unit focuses on locating jobs, completing job application forms, and job interview tips.

COMPETENCIES

1. Recognize factors that influence choice of a career.
2. Identify careers related to home economics.
3. Name sources for locating jobs.
4. State how job interest, personal abilities, and goals influence occupational choice.
5. Complete sample job applications.
6. Know procedures for a job interview.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify factors that influence career choices.
2. Recognize home economics related careers.
3. Demonstrate the ability to complete a job application form.
4. Identify qualities of a job interview.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through class activities, students will recognize factors that influence career choices.
2. Through class discussion, students will become familiar with careers related to the field of home economics.

3. In a class activity, students will complete a job application form.

4. On a written test, students will identify qualities of a job interview.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the careers unit. Use the materials in the appendix to enhance the presentation of the subject matter. Invite outside speakers to discuss jobs related to home economics and qualities of a job interview. Role play different job interview situations.

SUGGESTED INTEREST APPROACHES

1. Invite a guest speaker from the community to talk about job opportunities.

2. Construct a bulletin board introducing home economics-related careers.

UNIT OUTLINE

CAREERS

I. Careers

   A. Definition
   B. Goals
   C. Effect on lifestyle
   D. Responsibilities

II. Factors influencing job choice

III. Home economics-related careers

   A. Clothing and textiles
   B. Community
   C. Consumer
   D. Family and children
   E. Food and nutrition
   F. Housing
   G. Money
   H. Personal appearance

IV. Locating a job

V. Job application form

VI. Job interview

BASIC SKILLS CONCEPTS
CAREERS

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Career --Effect on lifestyle	Reading	3. Using transparency, tell how each factor affects lifestyle.
Factors affecting job choice	Reading Writing	5. Complete activity "My Career."
Objective 2 Careers	Reading	1. View bulletin board on careers.
	Reading	2. Using transparencies, discuss careers related to the field of home economics.
	Reading Writing	4. Research a home economics-related career and report to class.
Objective 3 Ways to locate jobs	Reading	2. Look through the classified section of the newspaper to locate jobs for which teenagers are qualified.
	Reading	3. Practice reading want ads and interpreting abbreviations commonly used in ads.
The job application form	Reading Writing	5. Complete information list.
	Reading Writing	6. Using information list, complete sample job application form.
	Reading Writing	7. Participate in FHA STAR Event "Job Application and Interview"

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 4 Job interview	Reading	1. View bulletin board on job interviews.
	Reading Writing	4. Complete job interview word search.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

---

1. Through class activities, students will recognize factors that influence career choices.

Unit Content	Learning Activities
Career --Definition - the kind of work a person does for a number of years	1. Brainstorm to determine the definition of career.
--Goals - an idea of the kind of work you want to do as an adult	2. Discuss the importance of setting career goals.
--Effect on lifestyle . Where you work . When you work . What you do . Who you work with . Your salary	3. Using the transparency in Appendix A, tell how each factor affects lifestyle.
--Responsibilities	4. Explain some of the responsibilities of having a job.
Factors influencing job choice --Career goals --Values --Interests --Talents --Personality --Self-concept	5. Complete the activity in Appendix B. 6. Discuss factors influencing job choice.

---

2. Through class discussion, students will become familiar with careers related to the field of home economics.

Unit Content	Learning Activities
Careers --Clothing and textiles --Community --Consumer --Family and children --Food and nutrition --Housing --Money --Personal appearance	1. View bulletin board on careers in Appendix C. 2. Discuss careers related to the field of home economics in Appendix D.

3. Listen to resource person describe job related to home economics.

4. Research a home economics related career and report to class.

---

3. In a class activity, students will complete a job application form.

Unit Content	Learning Activities
Ways to locate jobs --Newspaper --Employment office --School counselor --Family and friends --Teacher	1. Discuss ways to locate jobs. 2. Look through the classified section of the newspaper to locate jobs for which teenagers are qualified. 3. Practice reading want ads and interpreting abbreviations commonly used in ads. Appendix E. 4. Discuss tips for completing a job application. 5. Complete information list in Appendix F.
The job application form --Tips for completing application form . Use ink. . Print or write clearly. . Fill in all blanks. . Spell correctly. . Be accurate. . Use information list or resume'.	6. Using information list, complete sample job application form in Appendix G. 7. Participate in FHA STAR Event "Job Application and Interview."

---

4. On a written test, students will identify qualities of a job interview.

Unit Content

Job interview
- --Appearances count
  - . Dress
  - . Make-up
  - . Jewelry
  - . Perfume/cologne
  - . Hair
  - . Posture

- --Tips
  - . Be on time.
  - . Introduce yourself.
  - . Smile.
  - . Be prepared.
    - - Completed job application.
    - - Resume' or information sheet.
  - . Answer questions honestly.
  - . Be relaxed.

Learning Activities

1. View bulletin board on job interviews. Appendix H.

2. Listen to a prospective employer discuss qualities of a good job interview.

3. Role play job interviews.

4. Complete job interview word search. Appendix I.

5. Discuss qualities of a good job interview.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy, and

Actively participating in class discussions and interviews.

EQUIPMENT AND SUPPLIES

Textbook, magazines, newspapers, and bulletin boards selected by the teacher.

SUPPLEMENTARY MATERIALS

Curricular Materials

Home Economics I - Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1977.

Middle School Curriculum Guide. Albuquerque, New Mexico: State Department of Education, 1978.

Publications

Encyclopedia of Careers and Vocational Guidance. J. G. Fergusen Publishing Company, Chicago, Illinois.

Occupational Outlook Handbook. U.S. Department of Labor, Washington, D.C. 20402, 1985.

RESOURCES

Chamberlain, Valerie, Peyton Budinger, and Jan Jones. Teen Guide. New York: McGraw-Hill, 1985.

Dunn, Martha and M. Peeler. Living, Learning and Caring. Lexington, Massachusetts: Ginn and Company, 1984.

Kelly, Joan and Eddye Eubanks. Today's Teens. Peoria, Illinois: Bennett Publishing Co., 1981.

Splaver, Sarah. Paraprofessions: Careers of the Future and the Present. New York: Julian Messner, Inc., 1972.

EFFECTS OF CAREER GOALS ON LIFESTYLE

--Where you work

--When you work

--What you do

--Who you work with

--Your salary

MY CAREER

Career Choice: ______________________

INFLUENCES ON THIS CHOICE:

Personal values:

____

____

____

Self concept- Why I can do this job:

____

____

____

____

Interests:

____

____

____

Talents:

____

____

____

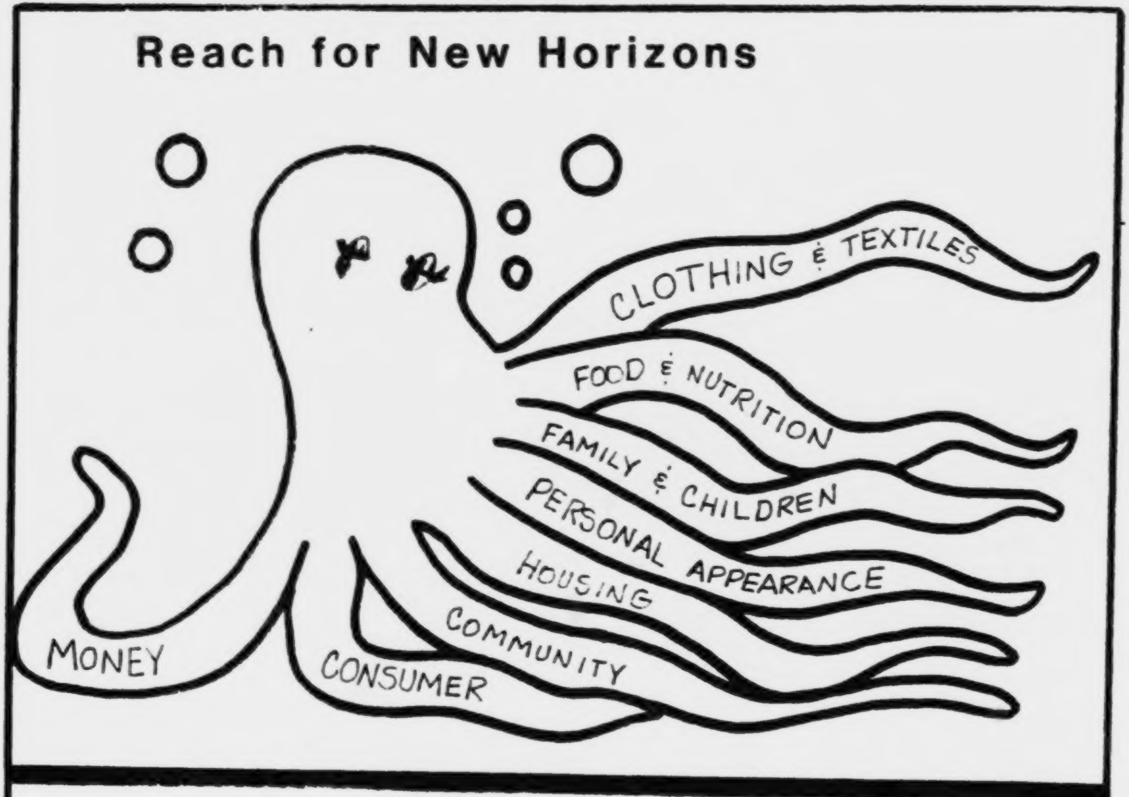
Personality traits:

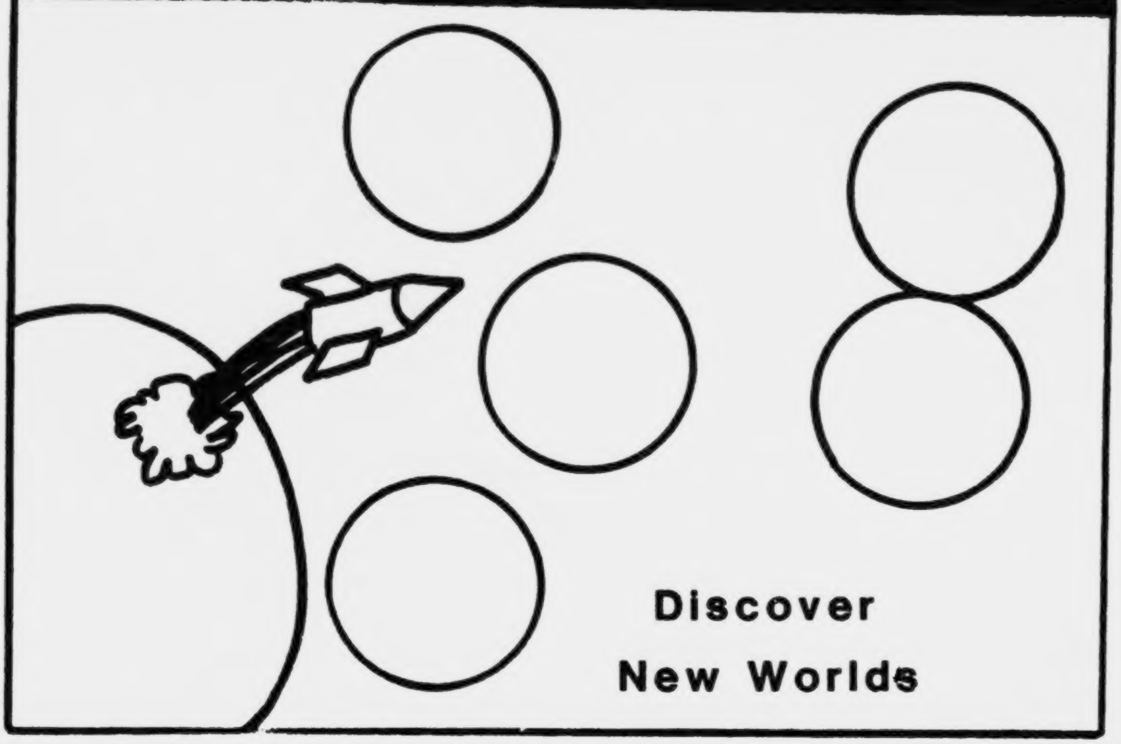
____

____

____

____


Reach for New Horizons
CLOTHING & TEXTILES
FOOD & NUTRITION
FAMILY & CHILDREN
PERSONAL APPEARANCE
HOUSING
COMMUNITY
CONSUMER
MONEY


Discover
New Worlds

CAREERS RELATED TO HOME ECONOMICS

CLOTHING & TEXTILES

- Buyer
- Department store head
- Fashion designer
- Industrial engineer
- Launderer
- Research and development
- Sewer
- Shoe repairer
- Tailor
- Textile chemist

COMMUNITY

- Clergy
- Community help line worker
- Counselor
- Extension home economist
- Hospital nursing aide
- Librarian
- Police officer
- Psychologist
- Social worker
- Teacher's aide

CONSUMER

- Advertising claim specialist
- Consumer affairs director
- Consumer correspondent
- Consumer product tester
- Consumer survey assistant

ENVIRONMENTAL

- Conservation planner
- Environmental plant worker
- Geophysicist
- Soil technician
- Waste systems engineer

FAMILY & CHILDREN

- Baby food specialist
- Baby sitter
- Camp counselor
- Crisis center counselor
- Dance teacher
- Day-care center aide
- Pediatrician
- Playground supervisor
- Senior citizens center staff member
- Teacher

FOOD & NUTRITION

- Chef
- Dietician
- Factory worker
- Farmer
- Food transportation
- Kitchen worker
- Nutritionist
- Restaurant manager
- Waiter
- Waitress

HOUSING

- —Architect
- —Carpenter
- —Contractor
- —Electrician
- —Home economist
- —Interior designer
- —Painter
- —Plumber
- —Photographer
- —Real estate broker

MONEY

- Accountant
- Bank teller
- Collection agent
- Credit bureau research clerk
- Loan officer

PERSONAL APPEARANCE

- Barber
- Beautician
- Health club worker
- Model
- Wardrobe consultant

Appendix E

BABY SITR. Will pick up and take hm. $1.50 hr. 532-8899

DSH WSHR. Work dinner shift. Weekends only. Jan's Rest. 210 Canal St.

GARDENER. Mowing and trimming. $3 hour. 629-5678

SERVICE ST. HLPR. Car washing only. 4-6 P.M. daily. Apply in person. Ralph's Service Station, Center City.

Appendix F

INFORMATION LIST

PLEASE PRINT

1. NAME: ______________________________
LAST, FIRST M.I.

2. DATE OF BIRTH: ___/___/___
MO. DAY YR.

3. SOCIAL SECURITY NUMBER: _____/___/_____

4. ADDRESS: ______________________________
NO. STREET NAME APT. NO.
____
CITY STATE ZIP CODE

5. TELEPHONE NUMBER: ( ) - ____________
AREA CODE PHONE NUMBER

6. PARENT'S or GUARDIAN: ______________________________
Work Phone Number: ( ) - ____________

7. LIST JOBS YOU WOULD LIKE TO HAVE: ______________________________
____
____
____

8. PERSONAL LIMITATIONS (Handicaps that might affect your work):
____
____
____

9. PERSONAL SKILLS: ______________________________
____

10. SCHOOLS ATTENDED: ______________________________
NAME DATE BEGAN DATE ENDED
____
____
____
____

11. LIST PREVIOUS JOBS:

____
NAME ADDRESS

______________ ______________
DATE BEGAN DATE LEFT

____

______________ ______________

____

______________ ______________

12. REFERENCES:

____
NAME ADDRESS OCCUPATION

____

____

____

Appendix G

APPLICATION FOR EMPLOYMENT

PERSONAL

Name ______________________________ Telephone (___) ___-____
Last First Middle

Address ______________________________
Number Street City State Zip Code

Birthdate ___/___/___ Social Security Number ___/___/___
Mo Day Yr

EDUCATION

School name, City and State	Dates of Attendance	Did you Graduate	Subjects	Average Grades

PHYSICAL

Any health problems or physical defects which could affect your employment? ☐ NO ☐ YES

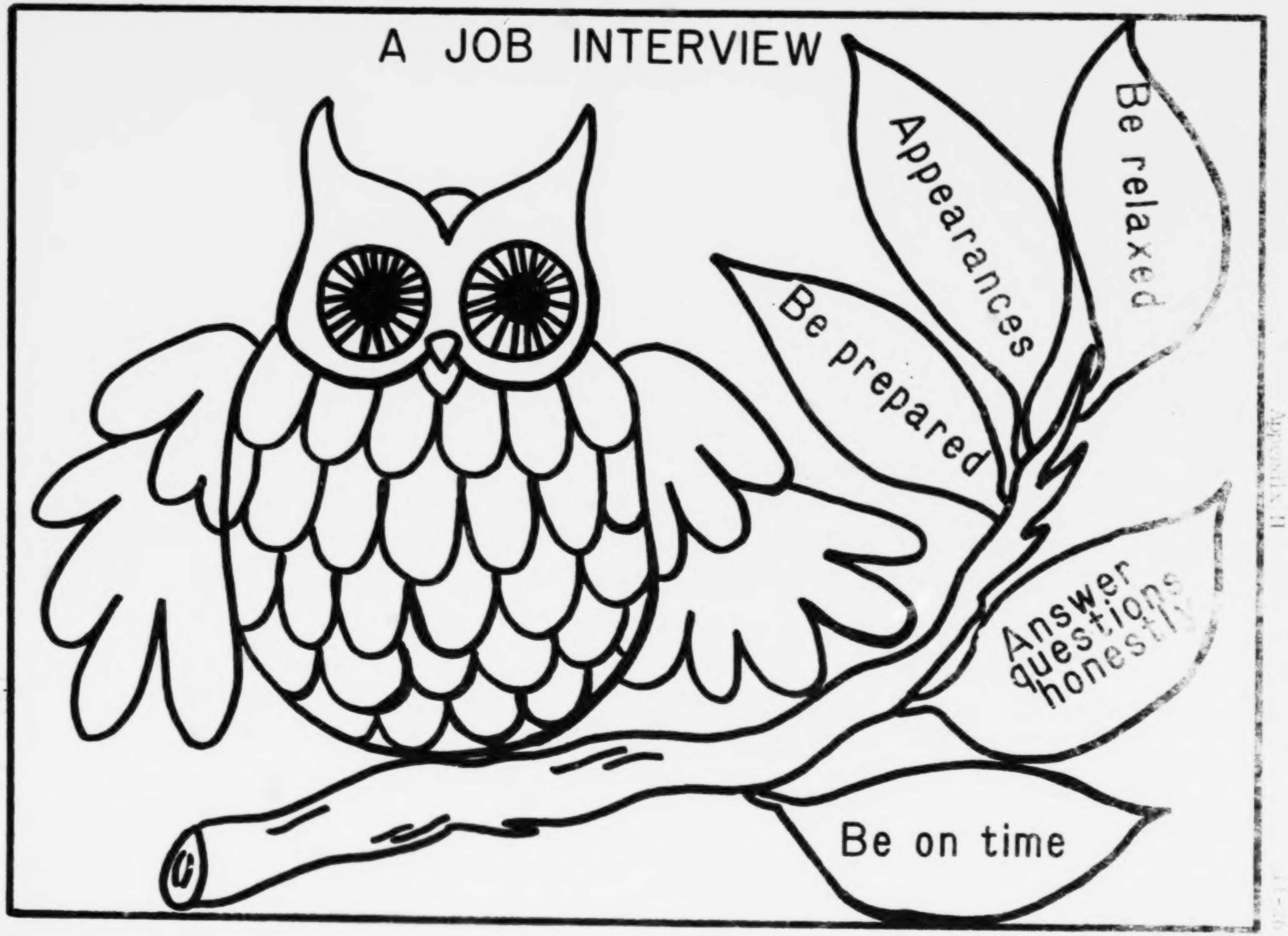
If so, explain: ______________________________

WORKING EXPERIENCE

Name and Address of Business	Job	Salary	Period Employed
			From: To:

REFERENCES

Name	Address and Phone Number	Years Known


A JOB INTERVIEW
Appearances
Be relaxed
Be prepared
Answer questions honestly
Be on time

Appendix I

JOB INTERVIEW

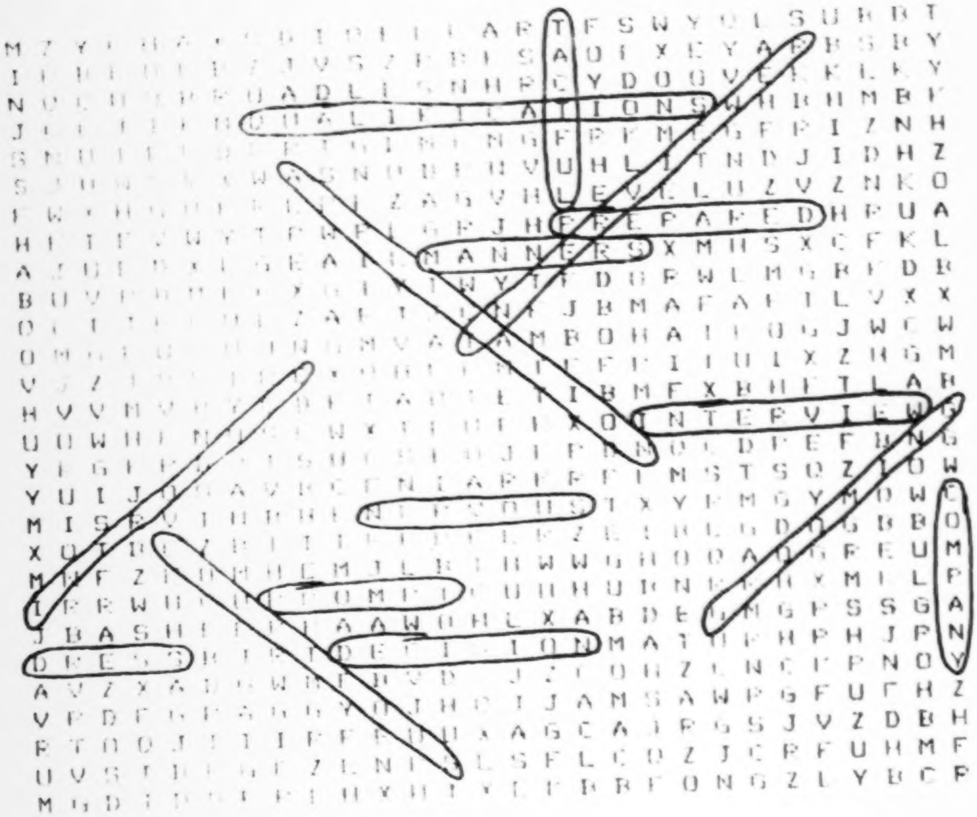
```
M Z Y C H A X S D I O E L L A R T F S W Y O L S U R B T
I P B K O K B Z J V S Z P B E S A U F X E Y A R B S B Y
N Q C U U B R U A D L L S N H P C Y D U U V E K K L K Y
J C C J I E M Q U A L I F I C A T I O N S W H B H M B K
S N U T F R D F R T G B M E M G F P K M E G F R I Z N H
S J O W S V X W A S N O D P N V U H L I T N D J I D H Z
F W X H G O E R L P K Z A G V H L E V E L U Z V Z N K O
H K I E V W Y T P W P L G R J H P R E P A R E D H R U A
A J U E D X L G E A I L M A N N E R S X M H S X C F K L
B U V P B M K L X G T Y I W Y T F D O R W L M G B K D B
Q L T J K K U L Z A E J J C N K J B M A F A F T L V X X
O M G E W R U U N G M V A I A M R O H A I E O G J W C W
V J Z J B L I P E X O H L P M T I F P I I U I X Z H G M
H V V M V B Y C D K T A U I E T I B M F X B H F T L A B
U O W H E N U S F W X T F U F E X O I N T E R V I E W G
Y K G K P D O T S U C S E U J E P D N O L D P E F B N G
Y U I J O O A V B C F N I A P K P F I M S T S Q Z I O W
M I S R V I N B H E N E R V O U S T X Y K M G Y M Q W C
X O T B C Z B I T I F I P P E P Z C I B I G D O G B B O
M N F Z K O M H E M J L B J H W W G H O D A O G R E U M
I R R W U C U P R O M P T C U H H U B N P P H X M E L P
J B A S H E P R P A A W O H L X A B D E G M G P S S G A
D R E S S B J R T D E C I S I O N M A T U R H P H J P N
A V Z X A D G W M E B V D I J Z C O H Z C N E E P N O Y
V P D F G P A G G Y O J H O J J A M S A W P G F U F H Z
R T O Q J I I I R F E U U X A G C A I R G S J V Z D B H
U V S T B R G P Z E N P S L S F L C O Z J C R F U H M F
M G D T D Q E R L H X H T X E K B R F O N G Z L Y B C R
```

THERE ARE 15 WORDS HERE - CAN
YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

APPLICATION
COMPANY
COURTEOUS
DECISION
DRESS
GROOMING
INTERVIEW
INTERVIEWER
INTRODUCE
MANNERS
NERVOUS
PREPARED
PROMPT
QUALIFICATIONS
TACTFUL

Appendix I
Answer Key
JOB INTERVIEW



UNIT TEST

CAREERS

PART I: SITUATION

Directions: Read the situation carefully. In the blanks provided, list the five incorrect qualities that Mary possessed on the job interview and the way that she could have corrected each quality.

Mary had an interview at 9 A.M. with Mr. White, personnel director of Dupont Company.

To arrive on time, Mary would have to arise at 5 A.M. and pay $2 for bus fare. Instead, she rode in her father's car pool. She wore her clothes from the day before, which were wrinkled and somewhat soiled.

Upon arrival at 9:15, she talked readily and easily. When she picked up Mr. White's pen to fill in some forms, she found the pen blurry.

Mary did not know the address of a reference and could not recall the exact date of a previous job. Otherwise, the forms were neatly and completely filled out. When she decided to smoke, she offered a cigarette to Mr. White.

	Incorrect Quality		Correct Quality
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

PART II: TRUE-FALSE

Directions: Place a "T" in the blank to the left of each statement if the statement is true and an "F" if it is false.

_____ 1. Your career choice will affect your lifestyle.

_____ 2. It is not your responsibility to get to work on time.

_____ 3. When looking for a job, you should always consult your best friend to make sure he/she approves of the job.

_____ 4. Career is defined as the kind of work a person does for a number of years.

_____ 5. Career goal is defined as an idea of the kind of work you want to do as an adult.

_____ 6. It is best to use a pencil when completing a job application form since it is easy to correct errors.

_____ 7. If a blank in a job application form does not apply to you, put "N/A" in the blank.

_____ 8. In some cases, it is acceptable to use a dictionary to fill out a job application form.

_____ 9. When going on a job interview, wear a lot of make-up to highlight your face.

_____ 10. It is a good idea to make yourself at home when you are in the employer's office to show that you are comfortable in front of him/her.

_____ 11. Try to become familiar with the company before going on an interview.

_____ 12. Some jobs may require you to move to another state.

_____ 13. There is no need to discuss your salary since the employer will pay you what he/she wants anyway.

_____ 14. Many employers only consider workers with at least a high school diploma.

_____ 15. Having a job involves many responsibilities.

PART III: SHORT COMPLETION

Directions: Complete the following statements by writing the correct word(s) in the blank(s) at the left.

____________________ 1. Three factors influencing job choice are ___1___,
___2___, and ___3___.

____________________ 2.

____________________ 3.

____________________ 4. Four ways to locate jobs are ___4___, ___5___, ___6___,
and ___7___.

____________________ 5.

____________________ 6.

____________________ 7.

____________________ 8. Five major areas in home economics in which
careers are available are ___8___, ___9___, ___10___,

____________________ 9. ___11___, and ___12___.

____________________ 10.

____________________ 11.

____________________ 12.

____________________ 13. Three tips or qualities for a job interview
are ___13___, ___14___, and ___15___.

____________________ 14.

____________________ 15.

UNIT TEST - ANSWER KEY

CAREERS

PART I: SITUATION

Incorrect Quality	Correct Quality
1. Wore wrinkled and soiled clothes	1. Wash and press clothes for interview.
2. Arrived 15 minutes late	2. Wake up early and pay bus fare to arrive on time.
3. Used Mr. White's ink pen	3. Bring ink pen that writes clearly.
4. Did not know address of reference and date of previous job	4. Bring resume'.
5. Smoked without permission	5. Find out if smoking is allowed before you smoke.

PART II: TRUE-FALSE

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. T
9. F
10. F
11. T
12. T
13. F
14. T
15. T

PART III: SHORT COMPLETION

1-3 any 3 of the 6

Career goals
Values
Interests
Talents
Personality
Self-concept

4-7 any 4 of the 5

Newspaper
Employment office
School counselor
Family and friends
Teacher

8-12 any 5 of the 8

Clothing and textiles
Community
Consumer
Family and children
Food and nutrition
Housing
Money
Personal appearance

13-15 any 3 of the 6

Be on time
Introduce yourself
Smile
Be prepared
Answer questions honestly
Be relaxed

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT III: CHILD CARE AND DEVELOPMENT

SUGGESTED TIME: 1-4 WEEKS

UNIT THREE

CHILD CARE AND DEVELOPMENT
(OPTION ONE)

INTRODUCTION

Helping children grow involves understanding their natural growth patterns through experiences as a babysitter, sibling, and/or parent. Heredity, nutrition, and surroundings all affect the way children grow. This unit is concerned with the growth and development of children and is designed to help junior high school students prepare for the role of babysitter, sibling, and parent.

COMPETENCIES

1. Identify basic characteristics of children at different developmental stages.
2. Identify the characteristics of a babysitter.
3. Become aware of information needed by the babysitter.
4. Select toys appropriate for various age levels.
5. Recognize safety hazards in a child's environment.
6. Recognize agencies and sources of information for locating missing children.
7. Identify positive and negative effects of mass media on children.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify basic characteristics of children at different developmental stages.
2. Describe the characteristics of a babysitter.
3. Identify information needed by the babysitter.
4. Choose appropriate toys for different age levels.
5. Identify possible safety hazards in a child's environment.
6. Identify sources and agencies helpful in locating missing children.
7. Recognize effects of mass media on children.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. On a written test, students will identify basic characteristics of a child's physical development.
2. On a written test, students will identify the characteristics of a babysitter.
3. Through class discussions, students will become aware of information needed by the babysitter.
4. On a written test, students will identify factors to consider when selecting toys for children.
5. On a written test, students will name common safety hazards and preventive measures.
6. On a written test, students will identify child search agencies and sources that help in locating missing children.
7. Through class discussions, students will identify effects of mass media on children.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the child care unit to eighth graders. Use the materials in the appendix to enhance the presentation of subject matter in the classroom. Invite outside speakers to promote an awareness of the available services of child care agencies in the community. Develop a project through the class or through Future Homemakers of America to help children become aware of safety hazards in their environment and to promote good nutrition.

SUGGESTED INTEREST APPROACHES

1. Ask students to complete pre-test on child care.
2. Encourage students to participate in "Egg Baby" project. Carry an egg baby (boiled egg) for 24 hours to experience the responsibilities of caring for an infant. Issue a birth certificate to each student.
3. Display toys suitable for children and allow students to evaluate them.
4. Invite a guest speaker to discuss qualities important when selecting a babysitter.

UNIT OUTLINE

CHILD CARE AND DEVELOPMENT

I. Growth and development

II. Babysitting

   A. Characteristics of a babysitter
   B. Do's and don'ts of babysitting
   C. Benefits of babysitting
   D. Information needed

III. Children's toys

   A. Characteristics of a good toy
   B. Ways of acquiring

IV. Safety hazards

V. Child search

VI. Mass media

   A. Types
   B. Effects

BASIC SKILLS CONCEPTS
CHILD CARE AND DEVELOPMENT
(OPTION ONE)

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Physical growth and development	Reading Writing	2. Complete and discuss "Physical Development" chart.
Objective 2 Characteristics of a babysitter	Reading	1. View and discuss transparency on "Characteristics of a Babysitter."
	Reading Writing	2. Complete bulletin board "My Babvsitter Should . . ." by listing characteristics of a good babysitter.
Do's and don'ts of babysitting	Reading	3. Discuss do's and don'ts of babysitting using handout.
Benefits of babysitting	Writing	5. Compile a list of benefits received from babysitting.
Objective 3 Information needed when accepting a babysitting job	Reading	3. Discuss "Babysitter's Information Sheet."
Objective 4 Characteristics of a good toy	Reading	1. View and discuss bulletin board "Rounding Up Good Toys."
Objective 5 Safety hazards	Reading Writing	2. Complete and discuss "Prevention of Common Hazards" worksheet.
	Reading Writing	3. Complete "Dangers in the Home" worksheet.
	Reading Writing	4. Complete "Hazard Match."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Child search	Reading Writing	2. Research methods used in local community to publicize missing children. Report to class.
Objective 7 Mass media	Writing	2. View television for one hour on a Saturday morning. Evaluate advertisements using "Saturday Morning T.V." worksheet.

---

1. On a written test, students will identify basic characteristics of a child's physical development.

Unit Content	Learning Activities
Factors affecting growth and development --Heredity --Environment --Nutrition --Health	1. Discuss factors affecting growth and development.
Physical growth and development --Infants . Triple birth weight and double length by end of first year. . Lifts head, rolls over, holds small objects, etc. --One-year-old . Growth in height and weight slows . Develop muscular skills . Begin to feed themselves, etc. --Two-year-old . Begin to develop independence . Like to run, climb, push and pull . Short attention span --Three-year-old . Improve muscle skills . Begin to ride tricycle . Large muscle development . Complete daily routines with little difficulty --Four-year-old . Balance and body coordination . Active and aggressive in play . Increased control --Five-year-old . Control over major muscle skills . Learn to distinguish left from right . Development and coordination of small muscles	2. Complete and discuss "Physical Development" chart in Appendix A. 3. Observe a young child at play to note physical development.

---

2. On a written test, students will identify the characteristics of a babysitter.

Unit Content	Learning Activities
Characteristics of a babysitter --Dependable --Likes children --Reliable --Practices safety --Never leaves children unattended --Able to follow instructions --Neat and clean --In charge --Fulfills business agreement --Arrives on time --Gets parent approval to accept job --Gets to know the employer	1. View and discuss transparency on "Characteristics of a Babysitter" in Appendix B. 2. Complete bulletin board in Appendix C "My babysitter Should . . . " by listing characteristics of a good babysitter.
Do's and don'ts of babysitting --Do's --Don'ts	3. Discuss do's and don'ts of babysitting. Appendix D. 4. Buzz session. Share personal babysitting experiences with class.
Benefits of babysitting --Learn responsibility --Earn money --Develop friendships --Gain experience in interpersonal relationships --Develop independence	5. Compile a list of benefits received from babysitting.

---

3. Through class discussion, students will become aware of information needed by the babysitter.

Unit Content	Learning Activities
Information needed when accepting a babysitting job --Before accepting job . Number of children . Ages of children	1. Discuss information needed when accepting a babysitting job.

. Time of arrival . Date needed . Hours needed . Amount to be paid . Arrangements for getting home . Etc.	2. Role play: arrival and departure, establishing payment, taking special instructions, etc.
--Before parents leave home . House rules (bedtime hours, watching T.V., play areas for children, etc.) . Know what is expected of you . How to reach parents . Use of telephone . Food privileges . Know location of needed items . Know what to do in case of emergency	3. Discuss "Babysitter's Information Sheet" in Appendix E. 4. Brainstorm and discuss possible emergency situations and procedure for handling.

---

4. On a written test, students will identify factors to be considered when selecting toys for children.

Unit Content	Learning Activities
Characteristics of a good toy --Safe --Durable --Educational --Colorful --Attractive shape --Easy to clean --Reasonable cost --Versatile	1. View and discuss bulletin board "Rounding Up Good Toys" in Appendix F. 2. Explain importance of each characteristic.
--Suited to child . Age . Interests . Abilities	3. Evaluate toys in display as to suitability for different age groups. 4. Discuss your favorite toy. Tell what it was and why it was your favorite.
Acquiring toys --Purchasing --Constructing	5. Discuss advantages and disadvantages of purchasing vs. constructing children's toys.

5. On a written test, students will name common safety hazards and preventive measures.

Unit Content

Safety hazards
- Fire
- Household equipment
- Features of the home
- Poisons
- Water
- Automobiles
- Toys

Learning Activities

1. Brainstorm safety hazards frequently encountered in a child's environment.
2. Complete and discuss "Prevention of Common Hazards" worksheet in Appendix G.
3. Complete "Dangers in the Home" assignment in Appendix H.
4. Complete "Hazard Match" in Appendix I.
5. Participate in FHA activity promoting safety with small children.

---

6. On a written test, students will identify child search agencies and sources that help in locating missing children.

Unit Content

Child search
- Agencies
- Methods of reporting missing children
- Sources used to publicize missing children
- Self-identification
  - Finger printing
  - Video tapes
  - Pictures
  - Others

Learning Activities

1. Discuss agencies which aid in locating missing children.
2. Research methods used in local community to publicize missing children. Report to class.
3. Listen to resource speakers (policeman, child search coordinator) explain involvement with child-search procedures.
4. Discuss procedures to follow when reporting a missing child.
5. Through FHA activity promote use of child identification methods (finger printing, etc.).

---

7. Through class discussion, students will identify effects of mass media on children.

Unit Content	Learning Activities
Mass media --Definition	1. Brainstorm to determine definition of mass media.
	2. View television for one hour on a Saturday morning. Evaluate advertisements using "Saturday Morning T.V." worksheet in Appendix J. Discuss.
--Types . Television . Magazines . Movies . Newspapers . Radio	3. Identify types of mass media and their effects on children.
	4. Select type of mass media that is most influential to you. Explain its affect on your behavior.
--Effects of . Positive . Negative	
Tips for watching T.V. --Limit number of programs --Monitor types of programs --Substitute other activities for T.V. viewing	5. Debate the question "Should young children watch television?" Use two teams, one pro and one con.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Contributing ideas and cooperating with other students in developing the project on safety hazards with children,

Speaking clearly using correct grammar on oral presentations and supporting concepts as indicated in learning activities,

Contributing ideas and cooperating with other students on group activities such as indicated in learning activities, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, and resource material as selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Bubble, Bubble, Toys and Trouble," U.S. Consumer Product Safety Commission, Washington, D.C. 20207.

"How Many Ways Do We Grow," BFA Educational Media, Division of Columbia Broadcasting System, 2211 Michigan Ave., Santa Monica, California 90404.

"The Child: Part II, Two to Fourteen Months," McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020.

Publications

How to Protect Your Children. Booklet. NCPC, The Woodward Building, 733 15th St. NW, Washington, D.C. 20005.

Missing and Exploited Children. 1835 K Street, N.W., Suite 700, Washington, D.C., 20006.

Melancon, Howard. Bulletin Board Ideas to Light Up Your Classroom. Minneapolis, Minnesota: T.S. Denison & Company, Inc., 1976.

RESOURCES

Barclay, Marion S., Frances Champion, Jean Hayden Brinkley, and Kathleen W. Funderburk. Teen Guide To Homemaking. New York, New York: McGraw-Hill Book Company, 1985.

Beck, Elena and Mary Crownin. Creative Bulletin Boards for Home Economics. New York: Forecast for Home Economics, 1970.

Brenner, Erna. When Baby Comes Home, Teacher's Guide. Westchester, New York: Janus Book Publishers, 1984.

Brisbane, Holly E. The Developing Child. Peoria, Illinois: Bennett and McKnight Publishing Co., 1985.

Brown, Mary Anne, The Book of Classroom Games and Bulletin Board Ideas. New York: Forecast for Home Economics, 1978.

Child Care and Development. New Hampshire: Department of Education, Division of Vocational-Technical Education, 1980.

Child Development Curriculum Guide, Bulletin 1664. Baton Rouge, Louisiana: Louisiana State Department of Education.

Clayton, Nanalee. Young Living. Peoria, Illinois: Charles A. Bennett Co., Inc., 1984.

Fleck, Henrietta and Louise Fernandez. Exploring Home and Family Living. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1983.

Ganong, Marilyn, Virginia Goodell, and Thomas Draper. See How They Grow. Encino, California: Glencoe Publishing Co., Inc., 1982.

Kelly, Joan and Eddye Eubanks. Today's Teen. Peoria, Illinois: Bennett Publishing Co., 1981.

Sorrentino, Jeanette, Sheila Terry and Charles H. Flatter. Children: Their Growth and Development. New York: Gregg and McGraw-Hill Book Co., 1979.

Special Needs Material for Basic Homemaking. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri, 1979.

Appendix A

PHYSICAL DEVELOPMENT CHART

Directions: Complete the chart below by listing characteristics of a child's physical development during the first five years of life.

AGES	CHARACTERISTICS
Infant	
1 Year	
2 Years	
3 Years	
4 Years	
5 Years	

CHARACTERISTICS OF A BABYSITTER

- Dependable
- Likes children
- Reliable
- Practices safety
- Never leaves children unattended
- Able to follow instructions
- Neat and clean
- In charge
- Fulfills business agreement
- Arrives on time
- Gets parent approval to accept job
- Gets to know the employer

MY BABYSITTER SHOULD....

NOTE: Using strips of paper, complete title and place around child.

Appendix D

DO'S and DON'TS of BABYSITTING

Do's

- keep a calendar of your sitting jobs . . . people are counting on you
- be sure you have the time without conflicting responsibilities
- be sure your parents approve
- make arrangements for getting home in advance
- arrive early to get acquainted with the child and the home . . . especially if it is your first time there
- be pleasant, happy, and courteous
- ask permission to use the radio, TV, or record player
- take your responsibility seriously
- clean up any messes you might make cooking, feeding, or playing
- check on children frequently . . . including when they are asleep
- put away toys the children got out while you were in charge
- leave the house as organized as you found it

Don'ts

- accept sitting jobs from total strangers
- forget what parents have asked you to do
- try to combine a date with your sitting job
- be late
- accept a job if you have a lot of studying to do
- snoop
- become involved in personal discussions or family quarrels
- fall asleep on the job
- spend hours on the phone
- gossip about things you hear or see while on the job
- play TV, radio, or stereo so loudly that you cannot hear the children
- accept a job when you are sick
- eat your employers out of house and home
- accept a job when a child is ill

Appendix E

BABYSITTER'S INFORMATION SHEET

Important Telephone Numbers:

Parents . . . . ____________________

Neighbor/Close Relative . . . . ____________________

Doctor . . . . ____________________

Fire Department . . . . ____________________

Police Department . . . . ____________________

Poison Control Center . . . . ____________________

Special Instructions:

Bedtime

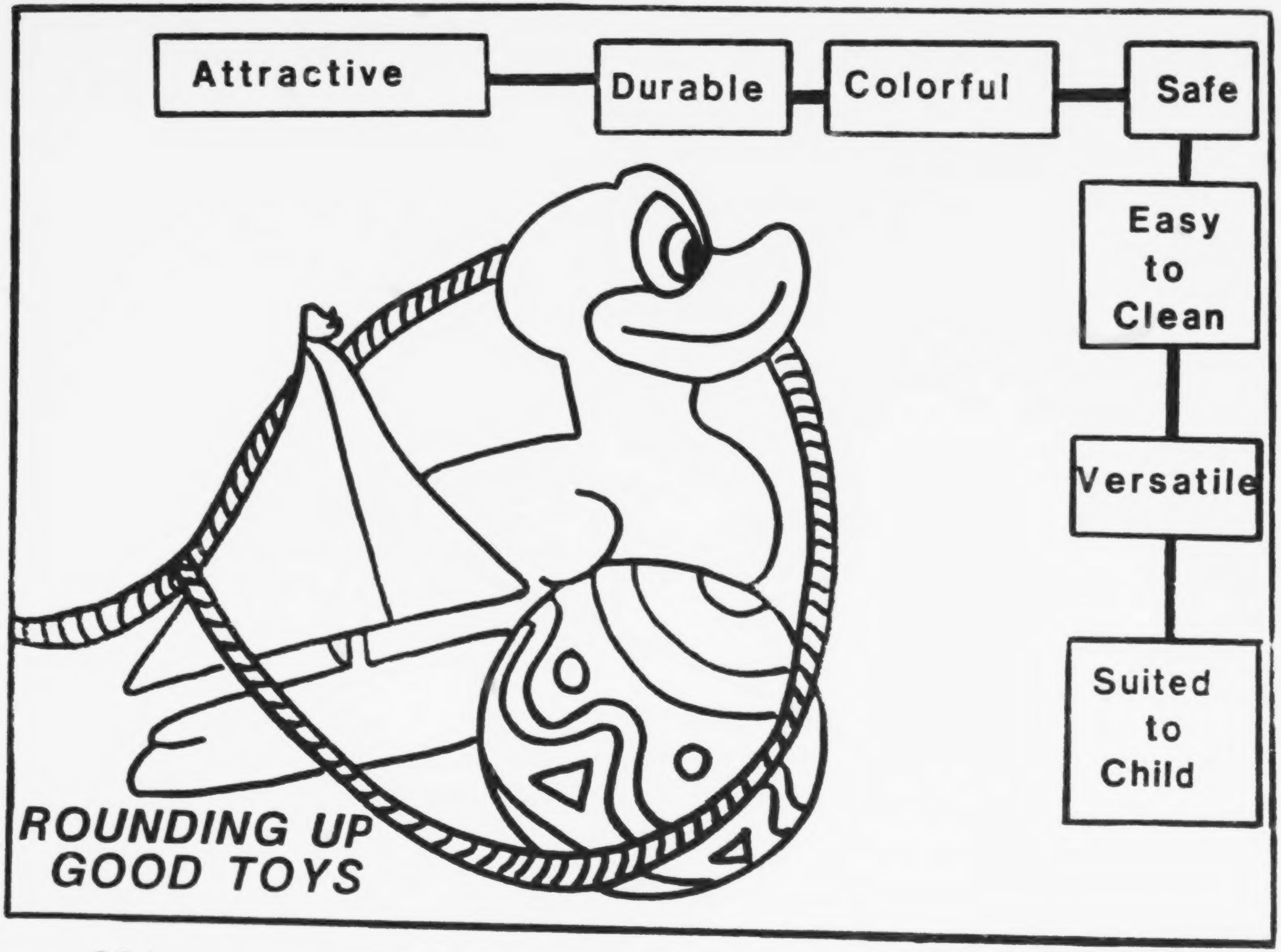
Meal or snack time

TV rules for children

Bath time

Toilet routine

Play activities


Attractive
Durable
Colorful
Safe
Easy to Clean
Versatile
Suited to Child
ROUNDING UP GOOD TOYS

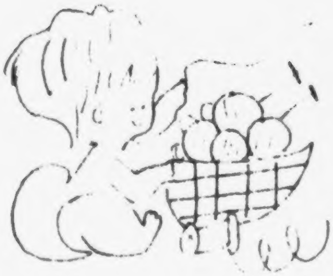
Appendix G
PREVENTION OF COMMON HAZARDS

Preventive Measures

1. Do not allow children to play near range.
2. Keep matches out of children's reach.
3. Turn pot handles away from edge of range.
4.
5.

HOUSEHOLD EQUIPMENT

1. Keep small objects, pins, etc. out of children's reach.
2. Do not leave electrical cords hanging where children can reach.
3. Keep sharp objects out of children's reach.
4.
5.



WATER

1. Never leave a child unattended near water.
2.
3.

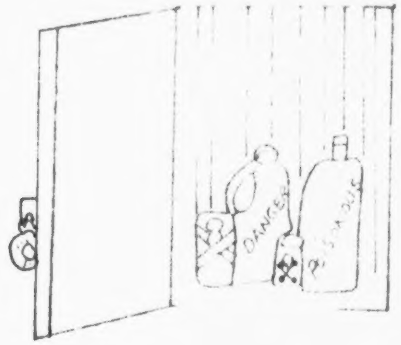
AUTOMOBILE

1. Use child safety restraints when traveling in auto.
2. Do not allow children to play near busy highways.
3. Teach children safe way to cross highway.
4.
5.

FEATURES OF THE HOME

1. Use protective gates near stairs and exit areas.
2. Store objects that can cause harm out of children's reach.
3. Arrange furniture to promote safe traffic flow.
4.
5.

POISONS



1. Store poisonous substances out of children's reach.
2. Don't refer to medicine as candy.
3. Don't store poisons in beverage containers.
4.
5.

TOYS

1. Select toys appropriate to child's age and abilities.
2. Do not allow children to play with broken toys.
3. Do not select toys with pointed edges.
4.
5.

Appendix H

DANGERS IN THE HOME

Children learn by exploring. Sometimes a child finds something that can hurt him or her. A child can swallow or choke on small objects. Sharp or hot objects can cut or burn a child. A child can fall from windows or down stairs. As an older brother/sister, you must help to make your home safe for them. Look around your home. Make a list of possible dangers to a child. Below the list, write a paragraph of how you would free your home of these dangers.

DANGERS:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Appendix I

HAZARD MATCH

Directions:

Identify the areas of a child's environment which may present safety hazards. Match each specific hazard in Column 1 to its category in Column 2.

Column 1

_____ 1. Cigarette lighter

_____ 2. Swimming pool

_____ 3. Fireplace

_____ 4. Scissors

_____ 5. Open car windows

_____ 6. Toys with small parts

_____ 7. Open stairwell

_____ 8. Toilet bowl cleaner

_____ 9. Range

_____ 10. Unused seat belts

Column 2

A. Toys

B. Fire

C. Poisons

D. Features of the home

E. Household equipment

F. Automobile

G. Water

Appendix I

ANSWER KEY

1. B
2. G
3. B, D
4. E
5. F
6. A
7. D
8. C
9. B, E
10. F

Appendix J

SATURDAY MORNING TV

Directions:

View television for one hour on Saturday morning. Complete the questionnaire.

1. Name the TV program(s) you viewed. ______________________________
____
____
____

2. Time you viewed. ______________________________

3. List type and brand name of products advertised and mark the number of times the product was advertised in one hour.

	PRODUCT	BRAND NAME	NO. OF TIMES
Example:	Candy	Tootsie Roll Pops	2
	________	______________	____
	________	______________	____
	________	______________	____
	________	______________	____
	________	______________	____
	________	______________	____
	________	______________	____
	________	______________	____

4. What age group would be most influenced by these advertisements? Check the group(s).

____ children
____ teenagers
____ adults

5. How would these advertisements influence the group(s) mentioned in #4?

UNIT TEST

CHILD CARE AND DEVELOPMENT

PART I: TRUE-FALSE

Directions: In the blank provided indicate with a "T" if the statement is TRUE or with an "F" if it is FALSE.

_____ 1. An infant can lift his head, hold small objects and walk.

_____ 2. A one-year-old grows rapidly in height and weight.

_____ 3. A toy should be suited to the child in age, interest, and ability.

_____ 4. There are child search agencies and sources to help locate missing children.

_____ 5. Media cannot affect a child in a negative way.

_____ 6. Babysitting is a job that should be taken seriously.

_____ 7. It is all right to accept babysitting jobs from total strangers.

_____ 8. It is acceptable to snoop in the employer's house while you are babysitting.

_____ 9. You should never gossip about things you hear or see while on the job.

_____ 10. After the children are asleep you do not have to check on them anymore.

PART II: SHORT COMPLETION

Directions: In the blanks to the left, write the word(s) that complete the statement.

1. ____________________ Factors affecting growth and development include __1__, __2__, __3__, and __4__.
2. ____________________
3. ____________________
4. ____________________
5. ____________________ An infant __5__ birth weight and __6__ in length by the end of the first year.
6. ____________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________

11. ______________________

12. ______________________

13. ______________________

14. ______________________

15. ______________________

16. ______________________

17. ______________________

18. ______________________

19. ______________________

20. ______________________

21. ______________________

22. ______________________

23. ______________________

24. ______________________

25. ______________________

26. ______________________

27. ______________________

28. ______________________

29. ______________________

30. ______________________

31. ______________________

32. ______________________

Five characteristics of a good babysitter are __7__, __8__, __9__, __10__, and __11__.

Three benefits of babysitting are __12__, __13__, and __14__.

Six characteristics of a good toy are __15__, __16__, __17__, __18__, __19__, __20__.

Information needed by the babysitter when accepting a babysitting job: __21__, __22__, __23__, and __24__.

Four common safety hazards in a home: __25__, __26__, __27__, __28__.

Four types of mass media are __29__, __30__, __31__, and __32__.

UNIT TEST - ANSWER KEY

CHILD CARE AND DEVELOPMENT

PART I: TRUE-FALSE

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. False
9. True
10. False

PART II: SHORT COMPLETION

1. - 4. Heredity
Environment
Nutrition
Health

5. triples

6. doubles

7. - 11. Dependable
Likes children
Reliable
Practices safety
Never leaves child alone
Able to follow instructions
Neat and clean
In charge
Fulfills agreement
Arrives on time
Gets parent approval
Gets to know employer

12. - 14. Learn responsibility
Earn money
Develop friendships
Gain experience
Develop independence

15. - 20. Safe
Durable
Educational
Colorful
Attractive shape
Easy to clean
Reasonable cost
Versatile
Suited to child

21. - 24. Number of children
Ages of children
Time of arrival
Date needed
Hours needed
Amount paid
Arrangements for getting home

25. - 28. Fire
Household equipment
Features of the home
Poisons
Water
Automobiles
Toys

29. - 32. Television
Magazines
Movies
Newspaper
Radio

UNIT THREE

CHILD CARE
(OPTION TWO)*

INTRODUCTION

Louisiana leads the nation in the number of teenage pregnancies. Physically, children mature at a younger age. Because of the increased number of teenage pregnancies and the early sexual experiences of teenagers, it is important that they be given factual infromation concerning the realities of teenage pregnancy. This unit focuses on the reality of teenage pregnancies, prenatal development, and birth defects.

COMPETENCIES

1. Be aware of the expense involved when having a baby.
2. Understand the stages of prenatal development.
3. Be aware of the complications of pregnancy which can lead to birth defects.
4. Develop an awareness of the time demands of caring for an infant.
5. Be aware of the characteristics of newborns.

GENERAL PREFORMANCE OBJECTIVES/GOALS

1. Identify expenses involved in having a baby.
2. Recognize periods of development throughout pregnancy.
3. Recognize hereditary and environmental birth defects.
4. Understand the time demands and responsibility of caring for an infant.

*Unit includes information that may be considered within the definition of "sex education," bringing into operation Louisiana Revised Statutes 17:281 (Act 480 of the 1979 Regular Session of the Louisiana Legislature). Please refer to "Guidelines for Instruction of Sex Education in Louisiana," in the Appendix, pages A-1 to A-17.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a class activity, students will compute costs of having and caring for a baby today.
2. On a written test, students will describe general care for infants.
3. In class disucssion, students will list factors to be considered in a healthy pregnancy.
4. In class discussion, students will identify stages of pregnancy.
5. In a class discussion, students will discuss problems of teenage pregnancy.
6. In a class discussion, students will identify methods of childbirth.
7. On a written test, students will identify hereditary and environmental birth defects.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the child care unit to eighth graders. Use the materials in the appendix to enhance the presentation of the subject matter in the classroom. Invite outside speakers to promote awareness of the immense time and expense involved in having and caring for a baby. Use class discussion to help students understand causes of birth defects.

SUGGESTED INTEREST APPROACHES

1. Students will listen to a new parent as a guest speaker, concerning cost, care, and time involved with a new baby.
2. Students complete "Egg Baby Activity."
3. Students view film on the alternatives for unwed mothers.
4. Guest speaker will talk to students on birth defects.

UNIT OUTLINE

CHILD CARE
(OPTION TWO)

I. A baby in the home
    A. Family reactions
    B. Additional responsibility

II. Cost and care of babies
    A. Costs of prenatal care and delivery
    B. Costs of infant care
    C. General infant care

III. Prenatal development
    A. Health care during pregnancy
    B. Stages of prenatal development
    C. Teenage pregnancy

IV. Methods of childbirth

V. Birth defects
    A. Hereditary birth defects
    B. Environmental birth defects

BASIC SKILLS CONCEPTS
CHILD CARE
(OPTION TWO)

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 A baby in the home	Reading	1. View bulletin board "Healthy Babies -- You Decide."
Cost and care of babies	Reading Writing	2. Interview a new mother and father using form "A New Baby in the Home."
	Reading Writing Mathematics	3. Complete worksheet $ Costs of a Baby $
Objective 3 Prenatal development Nutrition	Reading Writing	2. Complete activity sheet "How Much Did I Munch?"
Objective 4 Stages of prenatal development	Reading Writing	1. Complete and discuss activity sheet "As I Grow."
Objective 6 Methods of childbirth	Reading	1. Discuss methods of childbirth using information sheet.
Objective 7 Birth defects	Reading	1. Define and discuss birth defects using transparency.

1. In a class activity, students will compute costs of having and caring for a baby today.

Unit Content

A baby in the family
  --Family reactions
  --Additional responsibility

Cost and care of babies
  --Costs of prenatal care and delivery

  --Costs of infant care

Learning Activities

1. View bulletin board "Healthy Babies--You Decide," in Appendix A.
2. Interview a new mother and father using Appendix B, "A New Baby in the Family."
3. Complete worksheet, "$ Costs of a Baby $" in Appendix C.

2. On a written test, students will describe general care for infants.

Unit Content

General infant care
  --Feeding
  --Holding
  --Bathing
  --Sleep habits
  --Dressing

Learning Activities

1. Listen to resource speaker discuss costs and responsibilities of caring for a baby.
2. Participate in "Egg Baby" activity, Appendix D.

3. In a class discussion, students will list factors to be considered in a healthy pregnancy.

Unit Content

Prenatal development
  --Health care during pregnancy
    . Nutrition
    . Regular medical visits

Learning Activities

1. Listen to guest speaker discuss health care during pregnancy.
2. Complete activity sheet "How Much Did I Munch?" in Appendix E.
3. Compare results of Appendix E worksheet with nutritional requirements of pregnancy.

4. In a class discussion, students will identify stages of pregnancy.

Unit Content

Stages of prenatal development
  --Period of ovum
  --Period of embryo
  --Period of fetus

Learning Activities

1. Complete and discuss activity sheet "As I Grow" in Appendix F.
2. Discuss stages of prenatal development using posters, transparencies, or other visuals.

5. In a class discussion, students will discuss problems of teenage pregnancy.

Unit Content

--Teenage pregnancy
  . Problems involved
  . Options for pregnant teenagers

Learning Activities

1. View and discuss film on teenage pregnancy.
2. Listen to speaker from agency for unwed mothers.
3. Brainstorm and discuss options for pregnant teenagers.

6. In a class discussion, students will identify methods of childbirth.

Unit Content

Methods of childbirth
  --Cesarean section
  --Natural childbirth

Premature birth
  --Frequency in teens
  --Special care

Learning Activities

1. Discuss methods of childbirth using information in Appendix G.
2. View pictures of premature babies and discuss problems.

7. On a written test, students will identify hereditary and environmental birth defects.

Unit Content

Birth defects
- --Hereditary birth defects
  - Cystic fibrosis
  - Down's syndrome
  - Rh disease
  - PKU
  - Sickle cell anemia

- --Environmental birth defects
  - Rubella
  - Venereal diseases
  - Cerebral palsy
  - Drug related
  - Fetal alcohol syndrome
  - Smoking
  - X-rays

Learning Activities

1. Define and discuss birth defects using transparency in Appendix H.

2. Listen to speaker from school for special children.

3. Listen to panel discussion by parents of special children.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written assignments with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, films, and activity sheets selected by the teacher.

Hard cooked eggs are needed for egg activity.

HEALTHY BABIES -- *YOU DECIDE !*

*NOTE: Use pamphlets promoting healthy babies in the boxes provided.

Appendix B

A NEW BABY IN THE FAMILY

Directions:

Interview the parents of a new baby using the questions below.

MOTHER INTERVIEW:

1. How did these things change:

	when you were pregnant?	with the arrival of your baby?
Entertainment		
Work or school		
Body care		

2. List two problems that have arisen since the birth of your baby.

3. List two exciting things that have happened since the birth of your baby.

FATHER INTERVIEW:

1. Describe your feelings when:

    - you found out your wife was pregnant

    - the baby was born

    - you held your child for the first time

2. List two problems that have arisen since the birth of your baby.

3. List two exciting things that have happened since the birth of your baby.

Appendix C

$ COSTS OF A BABY $

Directions:

Often times the entire cost of a baby is not considered. Divide into groups and research one area of expense listed. Each group will report results to the class. Complete chart using information given by each group. Add all expenses to determine the total cost of a baby.

PRENATAL	**Co$t$**
Doctor's fee	________
Delivery cost	________
Hospital room	________
Hospital nursery cost	________
Five maternity outfits	________
Other ______________	________
HEALTH	
Baby doctor (first three months)	________
Baby lotion	________
Baby oil	________
Q-tips	________
Other ______________	________
CLOTHING	
Sleepers, gowns	________
Diapers	________
Coat	________
Five outfits	________
Socks	________
Shoes	________
Other ______________	________

EQUIPMENT

Bottles	________
Baby bed	________
Bedding	________
Child restraint seat	________
Infant seat	________
Chest	________
Other ____________	________

FOOD

Formula	________
Baby food	________
Water	________
Other	________

GRAND TOTAL ________

SCHOOL: ______________________________

HOME ECONOMICS DEPARTMENT

BIRTH CERTIFICATE

________________ was born on ____________________

This egg baby was born to ____________________

who promises lots of love, lots of caring, and to be a good parent.

Hair color ______________

Eye color ______________

Length ________________

Weight ________________

Appendix D

IIIA-14

Appendix E

HOW MUCH DID I MUNCH?

Directions:

Fill in the chart below with all the foods you eat during one day. Write each food eaten in the group to which it belongs. Then answer the questions which follow the chart.

	Milk Group	Bread-Cereal Group	Meat Group	Fruit-Vegetable Group	Other Foods
Breakfast					
Lunch					
Dinner					
Snacks					
Total Servings					

Questions:

1. Did you eat the recommended number of servings from each food group? If not, which food groups were lacking? ______________________________

   ____

2. What could you have eaten during the day in order to meet the recommended number of servings? ______________________________

   ____

3. Do you eat snacks between meals? How does this affect your appetite?

   ____

   ____

4. Were the foods you used to complete this chart typical of what you normally eat? If not, how are they different? ______________________

   ____

   ____

   ____

Appendix F

AS I GROW

Directions:

Listed are nine growth characteristics of an unborn child. Each characteristic is associated to a particular month of pregnancy. Put the characteristics in order (1-9) according to the month of development.

_____ A. The baby is sensitive to loud noises.

_____ B. The baby is in the fetal position.

_____ C. The fetal heartbeat can be heard.

_____ D. The fetus is about the size of a man's thumb.

_____ E. The unborn baby drops into the lower pelvis.

_____ F. The fetus begins to move, but the movement cannot be felt by the mother.

_____ G. The baby is upside down, head against the mother's pelvis.

_____ H. Protruding bumps indicate the beginnings of arms and legs.

_____ I. Strong movements of the fetus are visible to others.

Appendix F

ANSWER KEY

A. 8

B. 5

C. 4

D. 1

E. 9

F. 3

G. 7

H. 2

I. 6

Appendix G

METHODS OF CHILDBIRTH

I. Standard

- A. Pain relievers used
  - 1. Analgesics
    - a. Definition
    - b. Types
      - 1. Sedatives
      - 2. Tranquilizers
      - 3. Narcotics
    - c. Effects
      - 1. Relaxes the patient
      - 2. Decreases sensitivity to pain/discomfort
      - 3. Produces rest/sleep
  - 2. Anesthetic
    - a. Definition
    - b. Types
      - 1. General
        - Produces temporary unconsciousness, muscle relaxation, and complete absence of pain
      - 2. Local
        - Works only on area of pain
        - Mother is conscious during delivery
        - Preferred anesthetic
          - . Effective
          - . Fewer side effects
        - May produce blood pressure problems

- B. Possible dangers of pain relievers
  - 1. Interfere with breathing of mother and unborn child
  - 2. Cross placenta to fetal bloodstream
  - 3. Depress baby's respiratory center
  - 4. Infant born sleepy and sluggish
  - 5. Slow down or stop labor

II. Natural

- A. Systems
  - 1. The Read method
    - Dr. Grantly Dick-Read, 1914, England
    - Attempts to eliminate pain by eliminating fear
    - Mother thoroughly informed about pregnancy and birth
    - Special exercises during pregnancy
      - . Relaxation
      - . Controlled breathing
      - . Muscle toning

        - Mother understands that labor pains are muscular contractions which deliver the child; she doesn't look on them as pain
        - Mother cooperates and assists in the birth process
    2. The Lamaze method
        - Ivan Pavlov, Russian physiologist, theory of conditioned reflex
        - Uses the idea that a distracting stimulus can change the response to a painful stimulus
        - PPM (psychoprophylactic method)
            . Quick breathing pants
            . Relaxation exercises
        - Dr. Fernand Lamaze, French obstetrician, modified PPM -- today, Lamaze method

III. Cesarean section

A. Origin
1. Julius Caesar, Roman Emperor, delivered this way

B. Procedure
1. Major surgery
2. Longer hospital stay

ENVIRONMENTAL BIRTH DEFECTS

- -Rubella
- -Venereal diseases
- -Cerebral palsy
- -Drug related
- -Fetal alcohol syndrome
- -Smoking
- -X-rays

HEREDITARY BIRTH DEFECTS

-Cystic fibrosis

-Down's syndrome

-Rh disease

-PKU

-Sickle cell anemia

UNIT TEST

CHILD CARE - OPTION TWO

PART I: FILL IN THE BLANK

Directions: Write the word or words that best complete each sentence in the space to the left of the sentence.

__________________________ 1. A baby who is dead at birth is referred to as ___.

__________________________ 2. Another name for rubella is ___.

__________________________ 3. The inability to have children is called___.

__________________________ 4. The ___ is the tissue that transports food and wastes between the mother and her unborn child.

__________________________ 5. ___ are produced by the body to defend it against germs and foreign substances.

PART II: TRUE-FALSE

Directions: Read each statement carefully. If the statement is true, write the word TRUE in the space. Write FALSE, if the statement is incorrect.

_____ 1. The use of fertility drugs increases the chances of multiple births.

_____ 2. "Prenatal" refers to the first six weeks of life after birth.

_____ 3. Fertility drugs are medications given only during pregnancy.

_____ 4. During pregnancy a woman should take only medication prescribed by her doctor.

_____ 5. Most hereditary diseases can be cured if detected early and properly treated.

_____ 6. PKU is a hereditary disorder which prevents the body from using protein properly.

_____ 7. The birth defect once called Mongolism is now known as Down's Syndrome.

_____ 8. Some states require every pregnant woman to be tested for venereal disease.

_____ 9. A mother addicted to hard drugs passes her addiction on to her baby during pregnancy.

_____ 10. Smoking will not harm the unborn child.

_____ 11. Good nutrition is the most important consideration in prenatal care.

_____ 12. Protein comes mainly from cereal and grain products.

_____ 13. Calcium and phosphorus help build bones and teeth.

_____ 14. Poor nutrition in teenagers is mainly caused by lack of money.

_____ 15. For the first few months of life, a baby should be cared for only by the mother.

_____ 16. Children under age two need not be told that a new baby is coming.

_____ 17. Physical changes during pregnancy can cause a woman to experience emotional problems.

_____ 18. The physical risks of pregnancy are higher for adolescents.

_____ 19. Teenage mothers are more likely to have a child with a defect.

_____ 20. Chromosomes from the mother produce baby girls, while those from the father produce boys.

PART III: MATCHING

Directions: Match each of the terms in Column A with its best definition from Column B. Place the letter of the correct definition in the space provided. Use each definition only once.

	COLUMN A	COLUMN B
_____	1. period of the embryo	A. Womb.
_____	2. amniotic fluid	B. Third stage of pregnancy.
_____	3. uterus	C. Beginning of life.
_____	4. period of the ovum	D. Second stage of pregnancy.
_____	5. fertilization	E. Surrounds the unborn baby.
_____	6. period of the fetus	F. First stage of pregnancy.

PART IV: MULTIPLE CHOICE

Directions: Write the letter of the best answer to each question in the space provided.

_____ 1. Through what does the nourishment pass from the mother to her unborn child?
- A. Fallopian tube
- B. Umbilical cord
- C. Uterus
- D. Amniotic sac

_____ 2. Which of the following is not a common first sign of pregnancy?
- A. Enlarged abdomen
- B. Missed period
- C. Morning nausea
- D. Tenderness in breasts

_____ 3. All of the following statements describe Down's syndrome except:
- A. It was previously known as cystic fibrosis.
- B. Chromosome 21 occurs as a triplet rather than a pair.
- C. A victim has many defects, physical and mental.
- D. The victim develops at a much slower rate than a normal baby.

_____ 4. All of the following statements correctly describe rubella except:
- A. In the early months of pregnancy, the rubella virus reduces the growth of cells.
- B. Mothers with rubella may have mild symptoms or none at all.
- C. A vaccine is available to prevent the disease.
- D. The virus is most dangerous during the last months of pregnancy.

_____ 5. All of the following statements correctly describe cerebral palsy except:
- A. It is caused by an inherited birth defect.
- B. Symptoms include nervous spasms, lack of coordination, and difficulty with speech.
- C. There is no cure for cerebral palsy.
- D. The term cerebral palsy refers to a variety of nerve disorders.

UNIT TEST - ANSWER KEY

CHILD CARE - OPTION TWO

PART I: FILL IN THE BLANK

1. stillborn
2. German measles
3. infertility
4. placenta
5. antibodies

PART II: TRUE-FALSE

1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. T
10. F
11. T
12. F
13. T
14. F
15. F
16. F
17. T
18. T
19. T
20. F

PART III: MATCHING

1. D
2. E
3. A
4. F
5. C
6. B

PART IV: MULTIPLE CHOICE

1. B
2. A
3. A
4. D
5. A

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT IV: CLOTHING AND TEXTILES

SUGGESTED TIME: 1-8 WEEKS

UNIT FOUR

CLOTHING AND TEXTILES

INTRODUCTION

The emphasis placed on attitudes toward clothing have become more complex and demanding on today's youth. This unit has been designed to foster a positive approach to the selection and construction of garments. The unit focuses on the social-psychological and economic aspects of clothing.

COMPETENCIES

1. Recognize the principles used in buying or constructing clothes.
2. Develop an awareness of the importance of color in clothing selection.
3. Demonstrate the ability to properly care for and store clothing.
4. Recognize and develop skill in using small and large sewing equipment.
5. Develop an awareness of the importance of proper pattern and fabric selection.
6. Become aware of the steps involved in using a commercial pattern to construct a project.
7. Demonstrate correct procedures needed to construct simple seams and hems.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Understand the functions of clothing and how they affect the individual.
2. Interpret individual wardrobe needs vs. wardrobe wants.
3. Apply principles of color, line, and design to individual characteristics.
4. Identify and select fabrics, patterns, and notions appropriate for the occasion.
5. Relate proper use and care techniques to wardrobe preservation.
6. Select, use, and care for small and large sewing equipment.
7. Develop skill in making simple clothing repairs.
8. Construct a simple garment.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of the clothing unit. Use materials in the appendix to enhance the presentation of subject matter in the classroom. Invite outside speakers to present the latest clothing and fabric trends. Use a laboratory experience to complete a construction project. Teacher demonstrations can be used to clarify construction techiques.

SUGGESTED INTEREST APPROACHES

1. Show filmstrips on textiles.

2. Invite guest demonstrator from local fabric shop to introduce new fabrics appropriate to students.

3. Demonstrate skill activities prior to student participation.

4. Show easy, "fun" ways to use sewing skills.

5. Invite guest speaker to demonstrate and discuss color analysis.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through class discussion, students will relate various functions of clothing to the developmental tasks of adolescence.
2. Through class discussion, students will determine the difference between clothing needs and wants and explain how needs and wants influence clothing decisions.
3. In a writing assignment, students will define color terms and determine compatible colors in clothing for different skin tones.
4. Through class discussion, students will identify steps in effective wardrobe planning.
5. In a written assignment, students will devise a personal plan for the care and storage of clothing.
6. Through class discussion, students will determine factors that will affect the choice of fabric for a given situation.
7. On a written test, students will identify the various types of commercial patterns suitable for beginners.
8. On a written test, students will identify and explain the use of small sewing equipment.
9. In a class activity, students will identify their figure types and sizes.
10. Through a worksheet, students will interpret information on a pattern, pattern envelope, and guide sheet.
11. Through class activity, students will demonstrate different methods used for straightening fabrics.
12. Through a checksheet, students will evaluate their placement and cutting of pattern pieces and transfer of pattern markings.
13. On a written test, students will identify parts of the sewing machine.
14. Through a class activity, students will construct a simple project.

UNIT OUTLINE

CLOTHING AND TEXTILES

I. Functions of clothing

II. Buying clothes

  A. Needs
  B. Wants

III. Color

  A. Terminology
  B. Skin types
  C. Basic hair colors

IV. Wardrobe planning

  A. Characteristics
  B. Guidelines

V. Personal clothing-care and storage

  A. Factors to consider
  B. Preventive care
  C. Daily vs. seasonal care and storage
  D. Laundry tasks
  E. Characteristics of storage systems

VI. Fabric selection

  A. Types of fibers
  B. Characteristics of fabrics
  C. Terminology
  D. Factors influencing fabric selection

VII. Patterns

  A. Selection
    1. Commercial pattern types
    2. Figure types and sizes
    3. Measurement techniques
  B. Information
    1. Pattern envelope
    2. Guide sheet
    3. Pattern symbols
    4. Straightening fabric
    5. Pattern layout
    6. Cutting
    7. Marking

VIII. Sewing equipment

IX. Sewing machine

X. Construction techniques

BASIC SKILLS CONCEPTS
CLOTHING AND TEXTILES

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Functions of clothing	Reading	1. View bulletin board on "Functions of Clothing."
Objective 2 Needs vs. wants	Writing Mathematics	2. Prepare a list of needs and another of wants for clothing. Analyze the lists for costs of clothing. Discuss with parents ways to meet needs and wants.
Factors that determine clothing needs	Writing Mathematics	4. List items of clothing that you have purchased because of special activities. Discuss cost/function.
Objective 3 Terms	Reading Writing	1. List and define terminology related to color.
Objective 4 Characteristics of a well-planned wardrobe	Reading Writing	1. Evaluate personal wardrobe. Identify items as "essential" or "non-essential."
	Writing	3. List reasons why wardrobe planning may be profitable.
Objective 5 Factors to consider in devising a plan for clothing care	Writing	2. Write a short paragraph describing how a plan for clothing care can benefit the individual.
Helping with the laundry --Read care labels	Reading	11. Explain "Clothing Care Terms" on labels on worksheet.
Organizing a clothing storage area	Writing	16. Develop a plan for organizing personal clothing storage area.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Use of fibers	Reading Writing	2. Visit a fabric shop or department store. Identify the decision one must make and how one's knowledge of textiles and fabrics relates to sound consumer decisions. Write a report.
Factors affecting fabric choice	Reading Writing	7. Evaluate ready-to-wear garments listing factors affecting fabric choice for each garment.
Objective 7 Categories of patterns used by pattern companies	Reading	4. Use pattern books to locate different types of patterns found in books.
Objective 8 Basic sewing equipment	Reading Writing	3. Complete worksheet on small equipment.
Objective 9 Principles of measuring for a pattern	Reading Writing Mathematics	3. Select a partner and use standard tools to take body measurements and record results on chart "Determining Pattern Size."
Objective 10 Parts of a pattern	Reading Writing	1. Examine an actual commercial pattern envelope and list kinds of information found.
Pattern envelope	Reading Writing	2. Complete worksheet "Can You Read a Pattern Envelope?"
Guide sheet	Reading	3. Discuss and examine information on guide sheet.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Symbols on pattern piece	Reading	4. View a filmstrip on pattern symbols and discuss purpose of each.
	Reading	5. Examine sample pattern and locate each symbol.
	Reading Writing	6. Complete worksheet on on "Pattern Symbols."
Objective 12 Pattern layout	Reading Writing	[illegible]. Complete checksheet to evaluate placement and transfer of markings.
Basic guidelines for cutting	Writing	5. List basic guidelines for cutting out a pattern.
Objective 13 Sewing machine	Reading Writing	2. Complete worksheet labeling "Parts of a sewing machine."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through class discussion, students will relate various functions of clothing to the developmental tasks of adolescence.

Unit Content	Learning Activities
Functions of clothing --Protection against the elements --Identification of specific roles/status --Modesty --Adornment/body decoration --Satisfaction of personal needs	1. View bulletin board in Appendix A. 2. Share with the class examples of clothing which meets specific functions. 3. View filmstrip or slides depicting functions of clothing. 4. Discuss the functions served by clothing to the needs of persons in different age groups. 5. In buzz groups, relate clothing functions to the adolescent development tasks.

2. Through class discussion, students will determine the difference between clothing needs and wants and explain how needs and wants influence clothing decisions.

Unit Content	Learning Activities
Needs vs. wants --Clothing needs --Clothing wants	1. Discuss the difference between clothing needs and clothing wants. 2. Prepare a list of needs and another of wants for clothing. Analyze the lists for cost of clothing. Discuss with parents ways to meet needs and wants.
Factors that determine clothing needs --Activity --Amount of clothing on hand --Number needed for activities --Environment	3. Discuss factors that determine your clothing needs.

[illegible] List items of clothing that you have purchased because of special activities. Discuss cost/function.

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3. In a writing assignment, students will define color terms and determine compatible colors in clothing for different skin tones.

Unit Content	Learning Activities
Terms --Hue --Value --Shade --Tint --Intensity --Neutrals --Accents --Contrasts --Cool colors --Warm colors --Color wheel	1. List and define terminology related to color. 2. Using fabric swatches, paint, ink or paper, illustrate the various color terms. 3. Identify examples of each term as seen in the room or in clothing worn by students.
Classification of skin --Red --Yellow --Black --White	4. Listen to resource person discuss color selection in relation to personal coloring.
Color interrelationships with clothing --Skin tones --Hair color --Eye color --Personal size	5. Complete worksheet on color in Appendix B.
Basic hair colors --Blonde --Redhead --Brunette --Brownette --Gray/silver/white	6. Name celebrities who have basic hair colors. Identify colors of clothing most appropriate for each and explain the choice.
Determining color types --Skin tones, eyes, hair --Warm or cool --Makeup	7. Evaluate color using color bibs. 8. View film on color in your wardrobe.

4. Through class discussion, students will identify steps in effective wardrobe planning.

Unit Content	Learning Activities
Characteristics of a well-planned wardrobe --Adequate number of garments to meet daily requirements --Accessories to enhance or extend use of basic garments --Basic color schemes for which garments can be combined --Garments that are attractive, becoming, and comfortable --Suitable items for all occasions --Clothes express personality --Mix and match items --Clothes promote "total look"	1. Evaluate personal wardrobe. Identify items as "essential" or "nonessential." 2. Brainstorm characteristics of a well-planned wardrobe. 3. List reasons why wardrobe planning may be profitable. 4. View demonstration on "mix and match" apparel.
Guidelines to follow in wardrobe planning --Buy, make, or repair only garments that will be used. --Plan for combination of garment pieces. --Use a color-coordinated plan for wardrobe. --Prepare a list of garments on hand with colors to use when shopping. --Coordinate accessories with additions to the wardrobe. --Make a plan for care of clothing. --Revise and change wardrobe plans as wants and needs change. --Develop a spending plan.	5. Discuss importance of planning a wardrobe. 6. Listen to a fashion coordinator explain how to coordinate and extend a wardrobe for personal use. 7. Using pictures from magazines or mail order catalogs, plan a personal wardrobe for school, a special event, or vacation.

5. In a written assignment, students will devise a personal plan for the care and storage of clothing.

Unit Content	Learning Activities
Factors to consider in devising a plan for clothing care --Daily care --Repair --Preventive measures --Seasonal care	1. Summarize factors to consider in devising a plan for clothing care. 2. Write a short paragraph describing how a plan for clothing care can benefit the individual.
Types of preventive care for clothing --Apply makeup after dressing. --Change to old clothes when working on messy jobs. --Keep pockets free of bulging items. --Keep writing tools away from clothing. --Put on jewelry and watches with care, being careful not to snag fabric. --Wash hands after reading or carrying newsprint items. --Let deodorant dry before dressing.	3. Explain reasons for preventive care of clothing.
Care affects clothing --Appearance --Usefulness --Durability --Ease of maintenance --Simple repairs	4. View a demonstration on simple clothing repairs. 5. Complete simple hand repairs.
Daily clothes care plan --Hang clothes properly. --Brush or air garments before storing. --Steam from bathroom can help to remove wrinkles thus eliminating need for pressing. --Employ careful dressing procedures. --Remove soiled spots. --Make necessary repairs as needed.	6. Discuss daily care of clothing. 7. View different types of clothes hangers and give reasons for using each. 8. Cover a coat hanger. 9. View demonstration of stain removal.

Seasonal care for clothing
- --Store out-of-season clothes properly.
- --Clean clothing before storing.
- --Protect wools from moths.
- --Provide for sufficient air space in storage compartments.

10. Discuss seasonal care and storage of clothing.

Seasonal storage of clothes
- --Wash or dry clean all garments prior to storing.
- --Remove belts from garments.
- --Store sweaters flat and use tissue paper in folds.
- --Moth proof stored garments.
- --Provide adequate air space in storage areas.

Helping with the laundry
- --Read care labels.
- --Sort clothes.
- --Pretreat stains.
- --Use proper water temperature.
- --Follow detergent directions.
- --Operate washer and dryer correctly.
- --Use fabric softeners and bleaches correctly.
- --Compare line vs. machine drying.
- --Press clothes correctly.

11. Explain "Clothing Care Terms" used on labels in Appendix C.
12. View demonstration on proper laundry techniques.
13. View demonstration on pressing techniques.

Storage of clothing
- --Reasons for storing clothes
  - . Protection
  - . Convenience

14. Discuss reasons and methods for proper storage of clothes.

- --Characteristics of a good storage system
  - . Saves time and energy
  - . Protects fibers, fabrics, and shapes of garments
  - . Makes best use of available storage space
  - . Provides convenience for people served

15. View a demonstration on the proper methods of hanging and folding clothes.

- --Storing clothes in the home
  - . Closets
  - . Drawers
  - . Shelves
  - . Boxes
  - . Chests

- . Trunks
- . Garment bags
- . Shoe racks

--Accessories used for clothing storage

- . Poles
- . Drawer dividers
- . Garment bags
- . Hooks
- . Hangers
- . Various shapes and sizes of boxes
- . Sweater bags

--Organizing a clothing storage area

- . Group garments that are equal in length and size.
- . Store shoes in a small area.
- . Place accessories on open shelves.
- . Store folded garments in shallow units.
- . Plan for easy access to the storage area.

16. Develop a plan for organizing personal clothing storage area.

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6. Through class discussion, students will determine factors that will affect the choice of fabric for a given situation.

Unit Content

Use of fibers

- --Natural fibers
  - . Cotton
    - - Heavy duty clothing as well as light clothing
    - - Undergarments and sleepwear
    - - Household items
  - . Linen
    - - Church altar cloths
    - - Fine handkerchiefs
    - - Summer dresses and suits
    - - Table linens

Learning Activities

1. View fabrics constructed of different fiber content. Note differences in appearance and hand of fabric.

2. Visit a fabric shop or department store. Identify the decision one must make and how one's knowledge of textiles and fabrics relates to sound consumer decisions. Write a report.

   . Wool
      - Winter clothing
      - Sweaters, scarfs, and mittens
      - Carpets
      - Hats
      - Blankets
   . Silk
      - Wedding dresses
      - Evening and cocktail gowns
      - Ties and scarfs

--Man-made fibers/blends
   . Polyester
   . Nylon
   . Rayon
   . Acrylic
   . Blends

Characteristics of fabrics suitable for beginners
--Firm weave
--Medium-weight fabric
--Solid colors or small allover designs
--Moderate price
--Easy care
--Durable
--Stable quality
--Suitability to pattern

Terms
--Grain
--Warp
--Woof or filling
--Bias
--Selvage

Factors affecting fabric choice
--Style of garment
--Figure type
--Individual clothing need
--Sewing ability
--Purpose of garment

3. Examine a display of fabrics. Select those fabrics that are suitable for beginners.

4. Invite guest demonstrator to display and explain fabric types and uses.

5. Discuss fabric terms.

6. View actual fabric sample to identify various terms.

7. Evaluate ready-to-wear garments listing factors affecting fabric choice for each garment.

Considerations when selecting fabric
- --Be sure that line, design, texture, and [illegible] complement the [illegible], color type, and personal [illegible]
- --Select fabric appropriate for the pattern
- --Be sure that the fabric is suited for the intended use of the garment
- --Use natural light to look at the fabric
- --Read the label

[illegible]

Shopping for fabrics
- --Look for fiber content, fabric width, and finish
- --Check for shrinkage
- --Observe wrinkle-resistance
- --Note the grain of woven fabric
- --Secure a permanent care label, examine care labels and note difference in care requirements and symbols

9. Discuss steps to follow when shopping for fabrics.

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7. On a written test, students will identify the various types of commercial patterns suitable for beginners.

Unit Content	Learning Activities
Patterns --Basic to sewing Widely publicized brands of commercial patterns --Butterick --McCall's --Simplicity --Vogue --Kwik-Sew --Stretch & Sew	1. Develop a bulletin board display of the different brands of commercial patterns and discuss. Appendix D.
Selecting beginners' pattern --Pattern with few pieces --Simple neck finish --Sleeve or armhole finish --Few sewing details	2. Select an easy-to-sew pattern. Explain reasons for choice.

Factors affecting pattern choice
- --Kind of item one will make
- --Type of fabric being used
- --Figure type and pattern size
- --Sewing ability
- --Availability of funds for payment of needed materials

Categories of patterns used by pattern companies
- --Fast and easy
  - . Simple to sew with few pieces
- --Special how-to-do
  - . Detailed instructions for specific construction on garment (collar)
- --Special fabric patterns
  - . Designed for specific fabric (stretch knit)
- --Multi-sized patterns
  - . Adjustable or multi-cutting lines and/or extra instructions for altering or fitting
- --Specialized design patterns
  - . Basic, classic, casual, contemporary, or designer looks

3. Discuss factors affecting pattern choice.
4. Use pattern book to locate different types of patterns found in book.

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8. On a written test, students will identify and explain the use of small sewing equipment.

Unit Content

Basic sewing equipment
- --Hand sewing needles
- --Pins
- --Pin cushion and emery bag
- --Dressmaker shears and scissors
- --Thread clippers
- --Pinking shears
- --Measuring equipment
- --Marking tools
- --Thread
- --Thimbles
- --Sewing box

Learning Activities

1. View a filmstrip on sewing equipment.
2. View samples of various sewing equipment commonly used in class and discuss proper use of this equipment.
3. Complete worksheet on small equipment in Appendix E.
4. Make and decorate a personal sewing box or purchase one.

Use and care of sewing equipment
--Safety
--Convenience
--Productivity

Storage of equipment
--Consider use, location
--Determine placement, safety
--Review space requirements

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9. In a class activity, students will identify their figure types and sizes.

Unit Content	Learning Activities
Basis for selecting pattern type --Height --Basic body measurements --Back waist length (for girls and women) --Overall body build	1. Discuss reasons why proper body measurements are important to selecting pattern size.
Categories of figure types --Junior petite --Junior --Miss petite --Misses --Half-sizes --Women's --Men's --Children	
Categories of figure types for pre-teens and/or teenage groups --Girls --Young junior/teen --Chubbies --Boys	
To determine pattern size --Bust measurement/chest measurement --Hip measurement --Waist measurement --Back waist length	

Principles of measuring for a pattern
- --Measure over the undergarments.
- --Take measurements snugly.
- --Have someone help take body measurements.
- --Use an accurate measure of non-stretchable material.
- --Keep measurement tools around the body parallel to the floor.
- --Stand straight and relaxed.
- --Tie string around natural waistline prior to taking actual measurement.
- --Slightly bend elbow to measure sleeve length.

2. View demonstration on proper body measurement techniques.
3. Select a partner and use standard tools to take body measurements and record results on chart in Appendix F.
4. Refer to wall chart on figure types and determine pattern type and size.

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10. Through a worksheet, students will interpret information on a pattern, pattern envelope, and guide sheet.

Unit Content

Parts of a pattern
- --Envelope
- --Guide sheet
- --Pattern pieces

Pattern envelope
- --Front
  - . Styles and different views
  - . Reference number
  - . Size and measurements
  - . Pattern company
- --Back
  - . Back view(s) of the item
  - . Suggested fabrics
  - . Yardage requirement for different sizes, views, and widths of fabric
  - . List of sewing notions
  - . Illustrations of pattern pieces
  - . Garment measurement

Learning Activities

1. Examine an actual commercial pattern envelope and list kinds of information found.
2. Complete worksheet "Can You Read a Pattern Envelope?" in Appendix G.

Guide sheet
  --Suggested layout for various pattern sizes, fabric widths, and views
  --Pattern symbols and meanings
  --Construction directions
  --Simple alteration ideas
  --Preparation of fabric
  --Methods to transfer pattern markings
  --Terms defined

3. Discuss and examine information on guide sheet.

Symbols on pattern pieces
  --Guideposts used for proper placement and construction

4. View a transparency of pattern symbols and discuss purposes of each.

Identification of pattern piece
  --Pattern company
  --Size
  --Name of pattern piece
  --View number or letter
  --Number or letter of pattern piece
  --Terms in multiple language

Symbols for placing, cutting, marking, and constructing
  --Dots •
  --Seam line ===
  --Notches -◆-
  --Directional stitching ↓ arrows
  --Sewing lines --------
  --Cutting lines ————
  --Straight grain ←————→
  --Fold lines ↙————↘

5. Examine sample pattern and locate each symbol.

6. Complete worksheet on pattern symbols in Appendix H.

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11. Through class activity, students will demonstrate different methods used for straightening fabrics.

Unit Content	Learning Activities
Fabric preparation --Straighten fabric ends . Tearing . Pulling a thread . Cutting along a prominent crosswise thread or line	1. View demonstration on different methods of straightening fabrics.

--Check grain

2. Use small swatches of fabric or project fabric to practice straightening fabric ends and putting on grain.

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12. Through a checksheet, students will evaluate placement and cutting of pattern pieces and transfer of pattern markings.

Unit Content

Pattern layout
  --Definition
  --Reasons for pattern layout
    . Save time
    . Eliminate placement problems of patterns
    . Avoid extra expenses

  --Selecting a pattern layout
    . Pattern size
    . Pattern view or style
    . Width and type of fabric

Determine right side of fabric
  --Observe outside while fabric is folded on the bolt.
  --Examine fabric for flaws and defects.
  --Right side selvage is usually smoother.
  --Right side of weave usually looks more finished than the wrong side.

Pattern markings for placement
  --Straight grain of the fabric line--solid line with arrows at both ends to help one place the pattern piece on the line with the fabric grain
  --Fold line--arrow points curved into brackets indicate that pattern edge must be placed on fold of fabric as well as on the grain

Learning Activities

1. Discuss reasons for following the pattern layout.

2. View demonstration of proper methods of placing pattern on fabric.

3. Practice pinning pattern pieces in Appendix I.

4. Complete checksheet to evaluate pattern placement and transfer of markings in Appendix J.

Rules [illegible]
on fabric
  --Circle the layout which best
    describes the type and width
    of the fabric.
  --Fold the fabric as suggested
    by the guide sheet.
  --Place pattern pieces on the
    fabric according to the sketch.

Other guidelines for laying pattern
on fabric
  --Lay large pattern pieces first.
  --Wide ends of pattern piece are
    usually placed at cut-ends of
    the fabric.
  --Place pieces as close together
    as possible with no seamlines
    overlapping.
  --Make sure straight-of-grain
    markings are an equal distance
    from selvages or fold of fabric.
  --Lay pattern pieces that must
    be located on the fold first.

Value of securing pattern pieces
  --Keep pieces on straight grain
    and in place while you are
    cutting.

Pinning pattern to fabric
  --Place pins at right angles to
    stitching, cutting, and fold
    lines and diagonally toward
    the corners.
  --Start by pinning the grain line
    on each pattern piece.
  --Space pins 4 to 6 inches apart
    around pattern piece.
  --Smooth the tissue gently from
    the secured grain line as
    opposite sides of the pattern
    are pinned.
  --Place a pin inside each notch.
  --Keep pins from extending over
    the cutting line.

Basic guidelines for cutting
  --Handle fabric as little as
    possible in cutting.
  --Use single or double [illegible]
    line for [illegible].
  --Use [illegible]

5. List basic guidelines for
   cutting out a pattern.

Procedures for cutting fabrics --Keep fabric flat on surface. --Use long, firm cutting strokes. --Cut notches away from the pattern piece. --Use full length of blade to cut long straight areas and points to cut corners, curves, and small details.	6. Cut out fabric using correct cutting tool.
Reason for transferring pattern marking to garment pieces --Accurate construction of project --Accurate fitting of project --Ensure desired fashion of project	7. Discuss reasons for transferring pattern markings.
Equipment for marking --Tracing wheel and paper --Tailor's chalk --Tailor's tacks --Pins	8. View equipment used for marking.
Types of markings to transfer to fabric --Lines --Dots --Notches to show where to alter --Seam lines --Placement positions of darts, pockets, centers, fold lines, buttons and buttonholes, pleats, and tucks	9. View demonstration on proper method of transferring markings.
Transfer markings to fabric --Select marking method to use on fabric. --Decide on markings that need to be transferred from pattern to fabric. --Trace markings. Use ruler as a guide for straight lines.	10. Use correct marking techniques to transfer pattern markings to fabric.

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13. On a written test, students will identify parts of the sewing machine.

Unit Content

Sewing machine
  --Parts
    . Hand wheel
    . Bobbin winder
    . Stitch length dial
    . Tension regulator
    . Thread guides
    . Take-up lever
    . Spool pin
    . Bobbin ease

  --Threading
    . Winding the bobbin
    . Position of needle
    . Threading the upper part of the sewing machine
    . Threading the lower part

  --Operating
    . Lighting
    . Posture
    . Speed control
    . Stitching a straight line
    . Stitching corners and curves
    . Stitching a circle

Learning Activities

1. View a filmstrip on the sewing machine.

2. Complete worksheet labeling parts of sewing machine in Appendix K.

3. Locate parts on actual sewing machine.

4. View a demonstration on the proper use of a sewing machine.

5. Practice straight, curved, and pivot stitches.

6. Thread machine and bobbin.

7. Stitch a small sample of a 5/8" seam with reverse stitching.

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14. Through a class activity, students will construct a simple project.

Unit Content

Seams
  --Lines of machine stitching joining two fabric edges

Seam allowance
  --Fabric between the line of stitching and the raw edge
    . Standard seam allowance
      - 5/8 inch on most patterns
      - Narrow seam allowance on lingerie and knits

Learning Activities

1. Discuss purposes of seams.

Purpose of seams in a garment
- --Functional
  - . To join the individual parts of a pattern to form a whole garment
- --Decorative
  - . Accents on garments

Preparing a plain seam
- --Reinforce the beginning and end of each seam.
- --Remove pins from seam as you stitch.
- --As you stitch keep the two edges even.
- --Clip curved seams before pressing so they will be flat.

Characteristics of a well made plain seam
- --Lies flat
- --Is a uniform width
- --No puckers
- --No tangled or broken threads
- --Stitched on grain

Steps in pressing seams
- --Press seam allowance together flat.
- --Press seams open or to one side according to pattern directions.
- --Turn garment to right side.
- --Press along the seam crease with a press cloth.

Hem
- --Finished bottom edge of a garment or garment part

Kinds of hems
- --Plain
- --Shirt tail hem

2. View demonstration on proper method of sewing a seam.
3. Construct sample of plain seam.
4. Evaluate samples of seams.
5. Discuss reasons for construction pressing.
6. View demonstration on pressing seams.
7. Construct a sample of a completed seam.
8. Discuss reasons for hemming.
9. View samples of different kinds of hems.

Basic steps in hemming
- --Turn up desired hem allowance
- --Pin or press to establish and hold the hem
- --Select width of hem allowance
- --Trim excess fabric for desired hem width
- --Apply appropriate edge finish to hem
- --Hand or machine stitch hem

Characteristics of a good hem
- --Lower edge hangs an equal distance from the floor
- --Inconspicuous on right side
- --Smooth and flat
- --Uniform hem width
- --Hem width is suitable for fabric and design
- --Hem finish suited for fabric and design
- --Hemming stitches
  - . Uniform
  - . Evenly spaced
  - . Secure
  - . Free of puckers
- --Carefully pressed

10. View demonstration on proper methods of making a simple hem (hand and machine).

11. Construct sample of a hem.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Constructing samples of simple seams and hems,

Completing checksheets concerning pattern layout and construction,

Constructing a simple sewing project,

Computing proper sizes by using a figure chart,

Completing worksheets as class activities, and

Actively participating in class discussions and activities.

EQUIPMENT AND SUPPLIES

Small and large sewing equipment, film projector and iron. Filmstrips, fabric swatches, clothing labels, figure charts, and bulletin board supplies selected by the techer.

SUPPLEMENTARY MATERIALS

Chamberlain, Valerie. Teen Guide - Teacher's Resource Guide. New York: Webster Division/McGraw-Hill Book Co., 1985.

Kelly, Joan and Eddye Eubanks. Today's Teen Teacher's Guide. Peoria, Illinois: Bennett Publishing Co., 1981.

Spencer, Barbara. The McGraw-Hill Guide to Clothing. New York: Webster Division/McGraw-Hill Book Co., 1982.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett Publishing Co., 1983.

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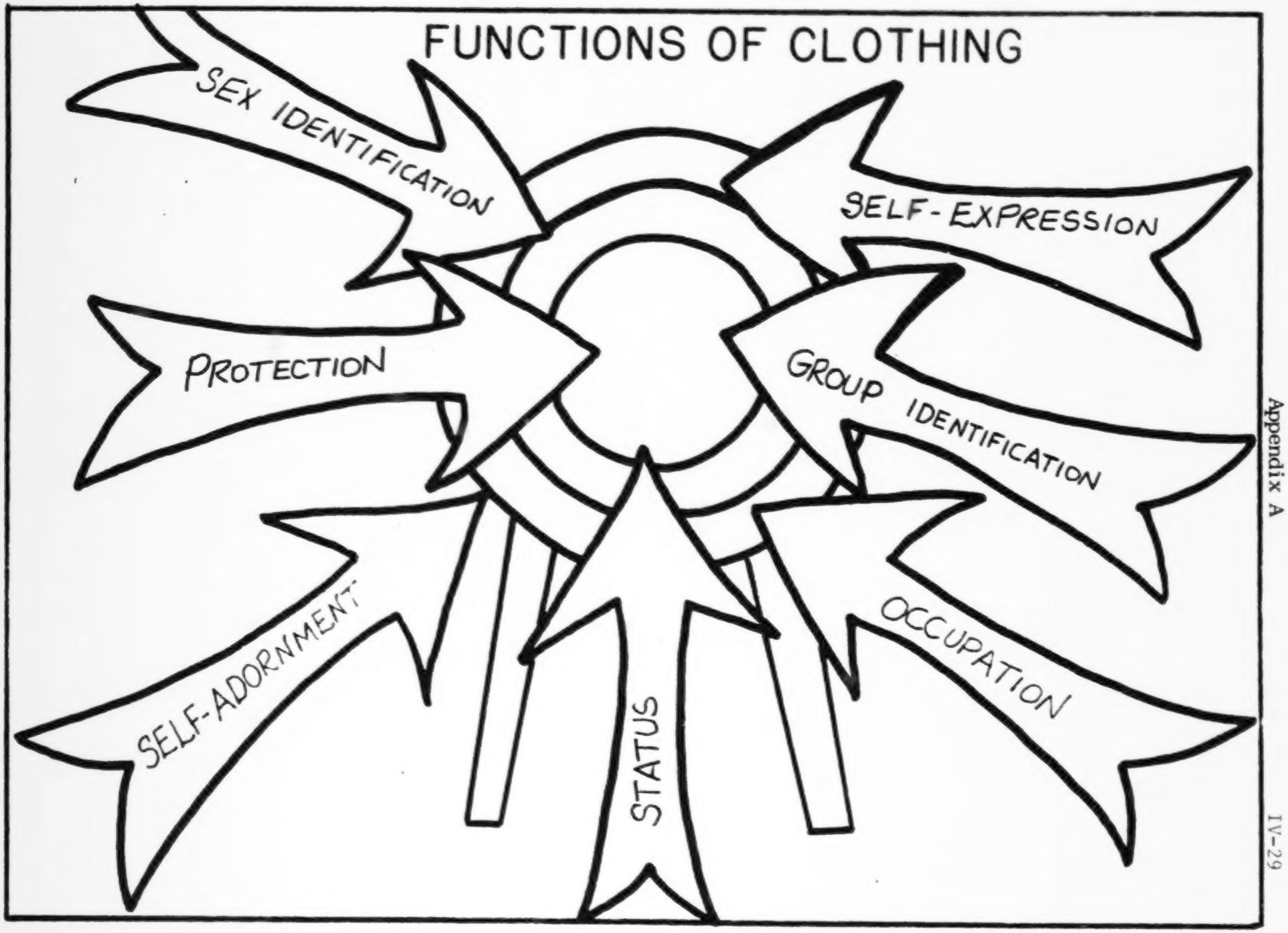
Chamberlain, Valerie. Teen Guide. New York: Webster Division/McGraw-Hill Book Co., 1985.

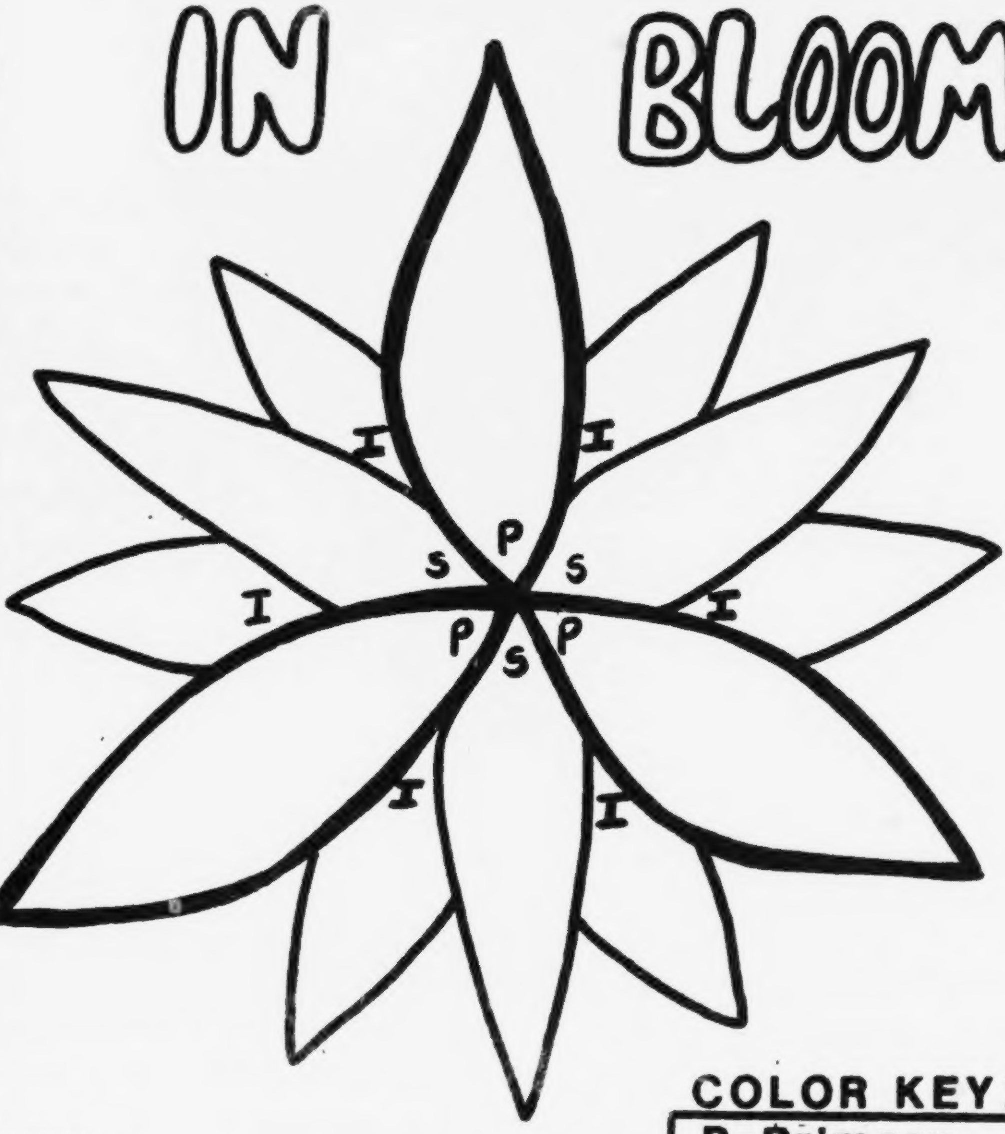
Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Co., 1983.

Clothing and Textiles Curriculum Guide, Bulletin 1700, Baton Rouge, Louisiana: State Department of Education.

Kelly, Joan and Eddye Eubanks. Today's Teen. Peoria, Illinois: Bennett Publishing Co., 1981.


FUNCTIONS OF CLOTHING
SEX IDENTIFICATION
SELF-EXPRESSION
PROTECTION
GROUP IDENTIFICATION
SELF-ADORNMENT
STATUS
OCCUPATION

COLOR CHART IN BLOOM



COLOR KEY:

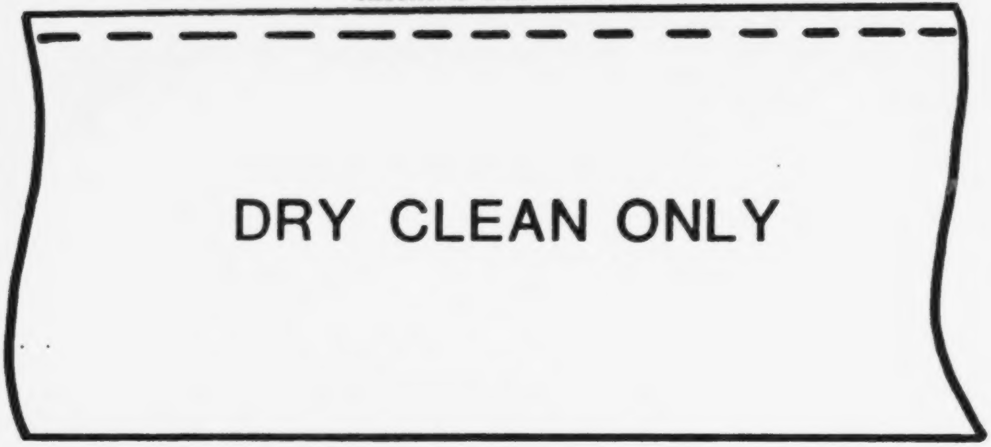
P-Primary
S-Secondary
I-Intermediate

Directions:

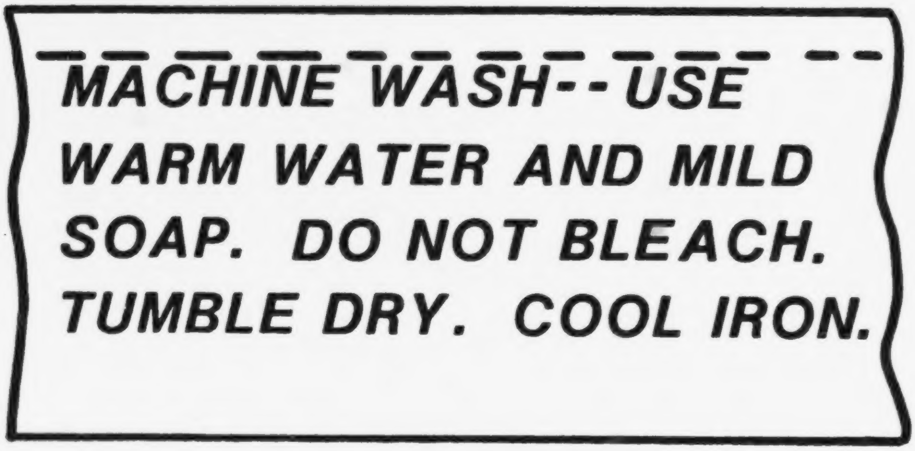
Using crayons, color pencils, etc. and the Color Key, complete the worksheet.

Appendix C

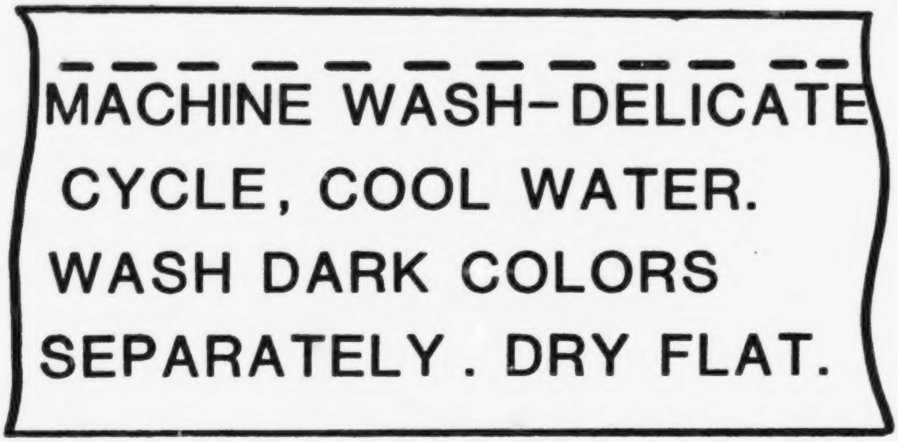
CLOTHING CARE TERMS



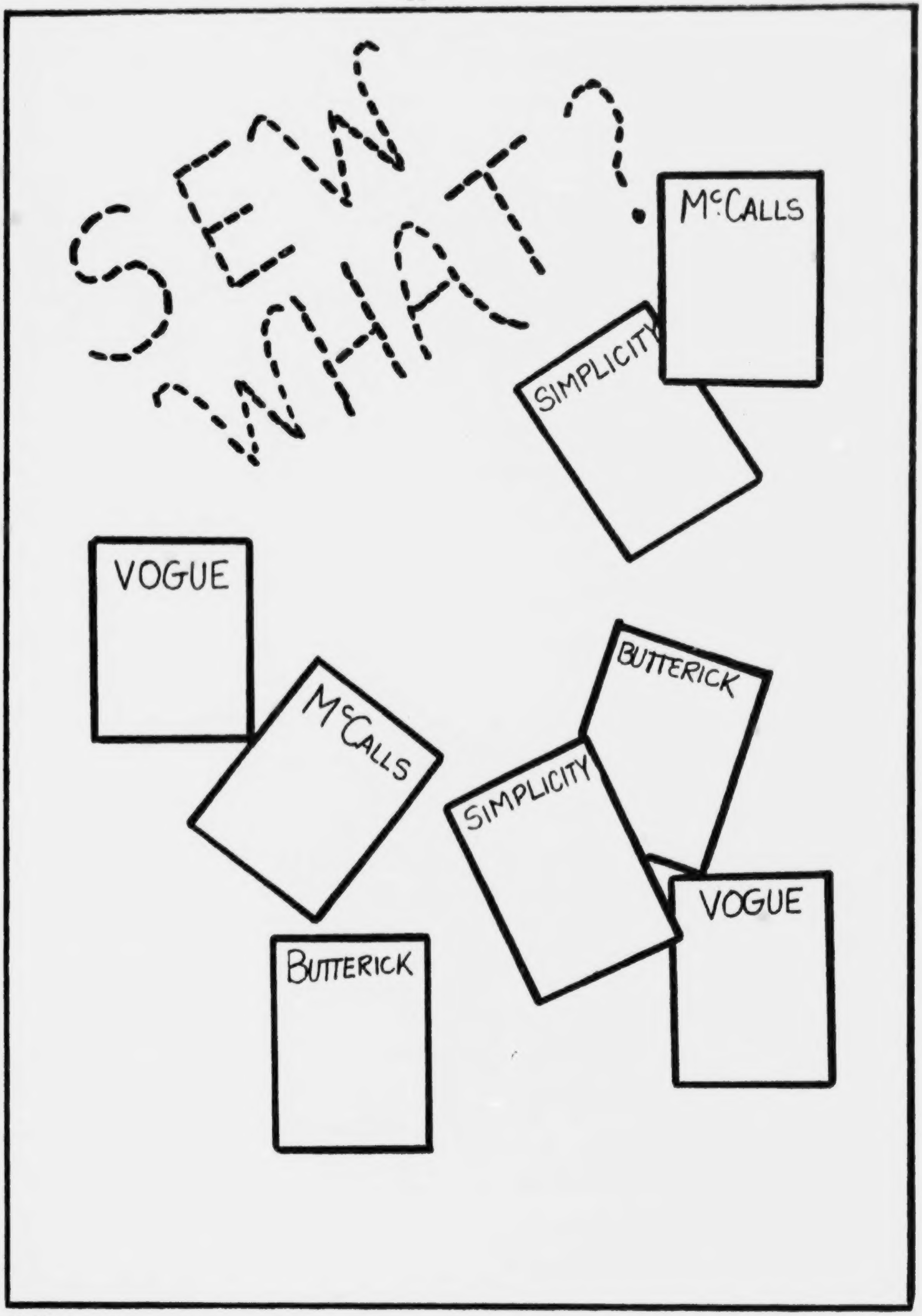
DRY CLEAN ONLY



MACHINE WASH--USE WARM WATER AND MILD SOAP. DO NOT BLEACH. TUMBLE DRY. COOL IRON.



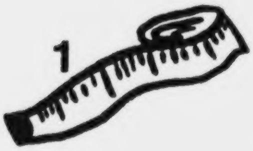
MACHINE WASH-DELICATE CYCLE, COOL WATER. WASH DARK COLORS SEPARATELY. DRY FLAT.



*NOTE: Use pattern envelopes to construct this bulletin board.

Appendix E
SEWING TOOLS

Directions: Write the correct name of each sewing tool in the corresponding blanks provided.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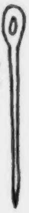
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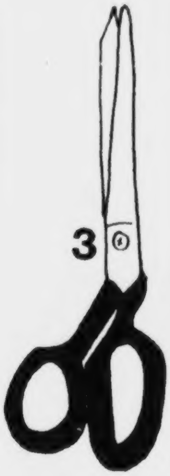
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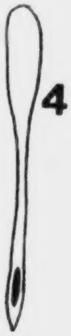
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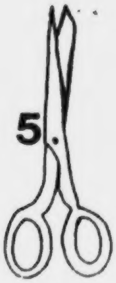
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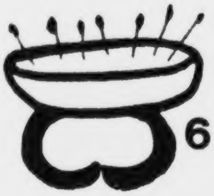
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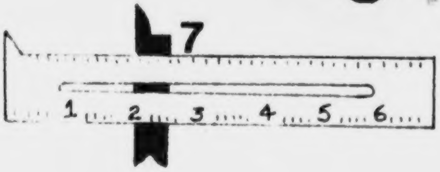
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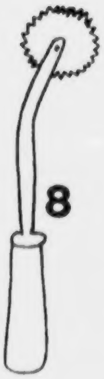
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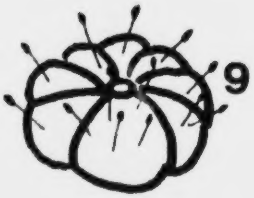
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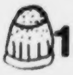
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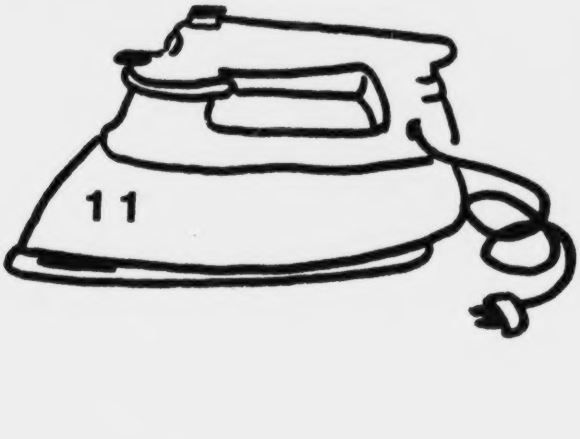
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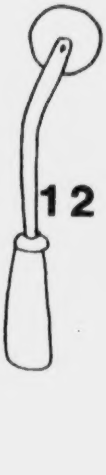

12

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Appendix F

ANSWER KEY

1. Tape measure
2. Hand sewing needle
3. Shears
4. Sewing machine needle
5. Scissors
6. Wrist pin cushion
7. Sewing gauge
8. Serrated-edge tracing wheel
9. Pin cushion
10. Thimble
11. Steam iron
12. Smooth-edged tracing wheel

Appendix F

DETERMINING PATTERN SIZE -- FEMALE

	Your Measurements	Pattern Envelope Measurements	Adjustment Needed: (Difference between your measurement and pattern envelope measurement).
Height: (top of head to floor)			
Bust: (straight across the back and fullest part of the bust)			
Waist: (around natural waist-line)			
Hips: (fullest part, about 7 to 9 inches below waistline)			
Back waist length: (from back neck bone to natural waistline)			

Appendix F

DETERMINING PATTERN SIZE -- MALE

	Your Measurements	Pattern Envelope Measurements	Adjustment Needed: (Difference between your measurement and pattern envelope measurement).
Chest: (around fullest part)			
Waist: (around natural waistline, over a shirt but not a belt)			
Hips: (around fullest part)			
Neck size: (around neck, then add ½ inch)			

Appendix G

THE PATTERN ENVELOPE WORKSHEET

Directions:

Using the information on the back of the pattern envelope, write the answer to the questions in the blanks provided.

1. What is the pattern number? ______________________________

2. How many pieces are given? ______________________________

3. What is the standard hip measurement for a Misses size 12? __________

4. For what figure types is the pattern designed? ______________

5. How much fabric is required for View 2 Pants, size 8 when fabric is:

    a. 44" - 45" wide ________
    b. 58" - 60" wide ________

6. What sewing notions are required for this pattern?

    ____
    ____
    ____

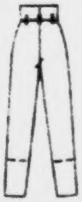
7. List two fabrics suited to this pattern.

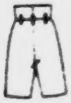
    ____
    ____

8. How many different styles of garments can be constructed using this pattern? ______________________________

5852

11 PIECES


1 & 2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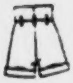

4

MISSES' FASHION PANTS IN FOUR LENGTHS: Tapered leg pants V. 1 & 2 and shorts V. 3 & 4 have front zipper, paperbag waist with carriers and yoke and pockets with "peek-out" facing. Pants and shorts are very loose-fitting at waist and must be worn with purchased belt slipped through carriers, gathering garment to fit. Ankle length pants V. 1, cropped pants V. 2 and short shorts V. 4 have contrast waistline and pocket facings. Walking shorts V. 3 are made in one fabric. Shorts V. 4 have turn-back cuffs.

Fabrics—V. 1 & 2 pants, V. 3 & 4 shorts and V. 1, 2 & 4 contrast facings in poplin, chino, duck, cotton cord, broadcloth, kettlecloth. Lightweight linen types. V. 1, 2 & 4 contrast facings also in calico, gingham. Extra fabric needed to match plaids, stripes, one-way designs. Not suitable for obvious diagonal fabrics.

BODY MEASUREMENTS							
Waist		23	24	25	26½	28	Ins.
Hip—9" below waist		32½	33½	34½	36	38	"
Sizes		6	8	10	12	14	
View 1 Pants—Even lengthwise striped or plain fabric							
	44"/45"*	2⅛	2⅛	2⅛	2⅜	2⅝	yds.
	58"/60"*	1½	1½	1½	1⅝	1⅝	"
View 2 Pants	44"/45"*	1¾	1¾	1⅞	2⅛	2⅜	Yds.
	58"/60"*	1¼	1⅜	1⅜	1½	1⅝	"
View 3 Shorts	44"/45"*	1½	1⅝	1⅝	1⅝	1⅝	Yds.
	58"/60"*	1⅛	1¼	1¼	1¼	1⅜	"
View 4 Shorts	44"/45"*	1¼	1⅜	1⅜	1½	1½	Yds.
	58"/60"*	⅞	⅞	⅞	1	1	Yd.
View 1, 2 or 4 Contrast facings—½ yd. of 44"/45" or 58"/60"*							
Pants side length	**V. 1**	38½	38¾	39	39¼	39½	Ins.
	V. 2	32½	32¾	33	33¼	33½	"
Pants leg width	**V. 1**	12	12½	13	13½	14	"
	V. 2	14¼	14¾	15¼	16	16¾	"
Shorts side length	**V. 3**	19½	19¾	20	20¼	20½	"
Shorts side length	**V. 4**	12½	12¾	13	13¼	13½	"

Notions: Thread, 7" zipper, one ⅝" button. V. 4 Seam tape or stretch lace.

*without nap **with nap ***with or without nap

BODY MEASUREMENTS							
Waist		58	61	64	67	71	cm
Hip—23cm below waist		83	85	88	92	97	"
Sizes		6	8	10	12	14	
View 1 Pants—Even lengthwise striped or plain fabric							
	115cm*	1.90	1.90	2.00	2.20	2.40	m
	150cm*	1.40	1.40	1.40	1.40	1.50	"
View 2 Pants	115cm*	1.60	1.60	1.70	2.00	2.10	m
	150cm*	1.10	1.20	1.30	1.30	1.40	"
View 3 Shorts	115cm*	1.40	1.50	1.50	1.50	1.50	m
	150cm*	1.00	1.10	1.20	1.20	1.20	"
View 4 Shorts	115cm*	1.10	1.30	1.30	1.30	1.40	m
	150cm*	0.80	0.80	0.80	0.90	0.90	m
View 1, 2 or 4 Contrast facings—0.40m of 115cm or 150cm*							
Pants side length	**V. 1**	98	98.5	99	100	100.5	cm
	V. 2	82.5	83	84	84.5	85	"
Pants leg width	**V. 1**	30.5	32	33	34.5	35.5	"
	V. 2	36	37.5	38.5	40.5	42.5	"
Shorts side length	**V. 3**	49.5	50	51	51.5	52	"
Shorts side length	**V. 4**	32	32.5	33	33.5	34.5	"

Notions: Thread, 18cm zipper, one 1.5cm button. V. 4 Seam tape or stretch lace.

*without nap **with nap ***with or without nap

Appendix G

ANSWER KEY

1. 5852
2. 11 pieces
3. 36"
4. Misses
5. a. 1 3/4 yards
   b. 1 3/8 yards
6. Thread, 7" zipper, one 5/8" button
7. Poplin, Broadcloth, Kettlecloth, etc.
8. 4

Appendix H

PATTERN SYMBOLS

Directions:

Do you understand the markings on a pattern piece? Measure your skills! Match each of the numbers on the pattern piece with the correct term. Place the correct numbers in the blanks provided.

______ Grainline

______ Seam allowance

______ Cutting line

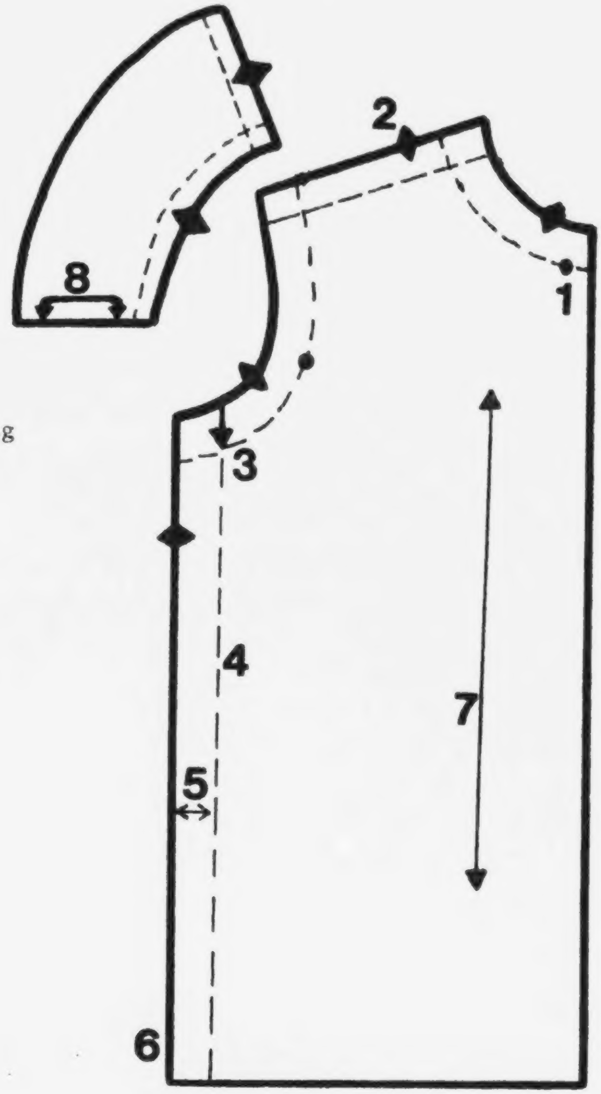
______ Notches

______ Seamline

______ Direction of stitching

______ Dots

______ Place on fold



Appendix H

ANSWER KEY

7 Grainline

5 Seam allowance

6 Cutting line

2 Notches

4 Seamline

3 Direction of stitching

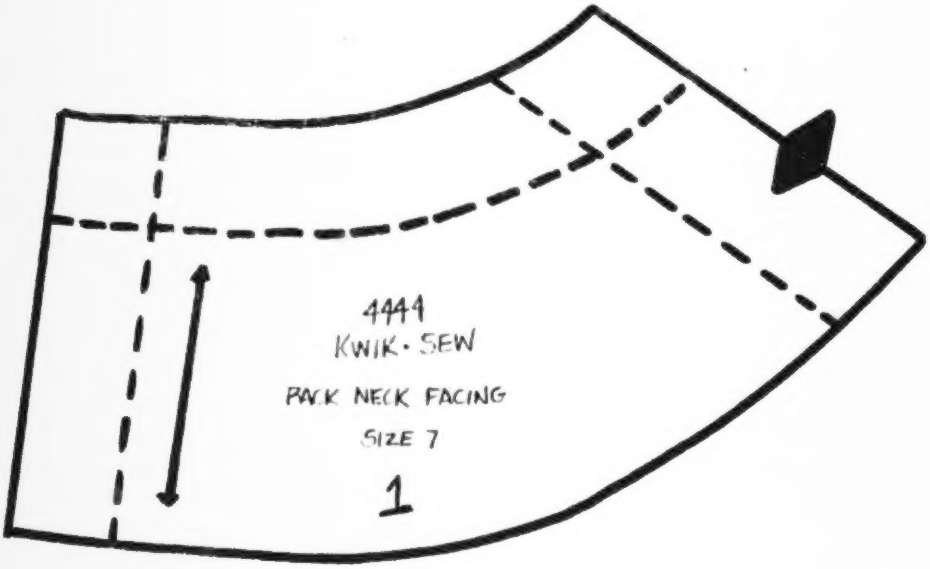
1 Dots

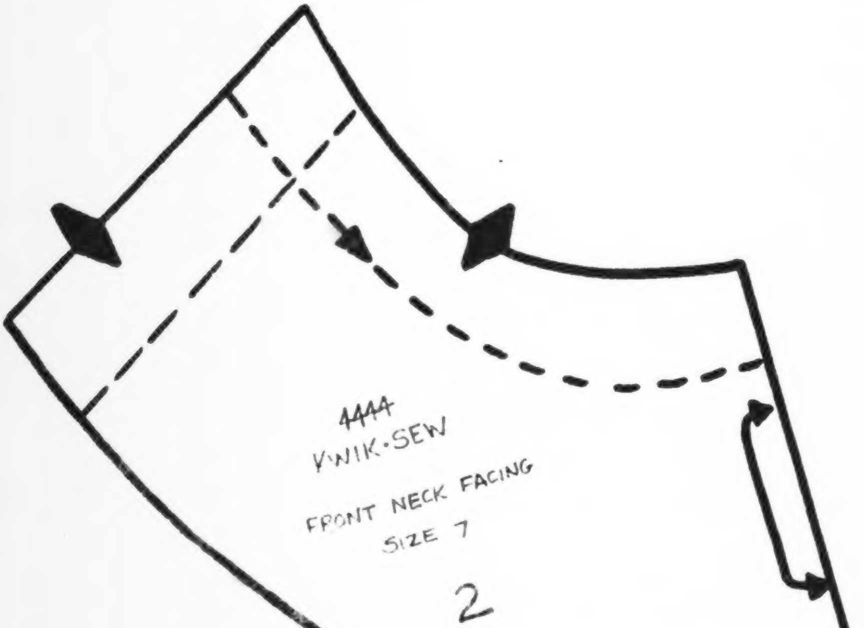
8 Place on fold

Appendix I

PLACING AND PINNING

Directions: Place and pin the two pattern pieces on the fabric correctly.





Appendix J

CHECKLIST BEFORE YOU CUT

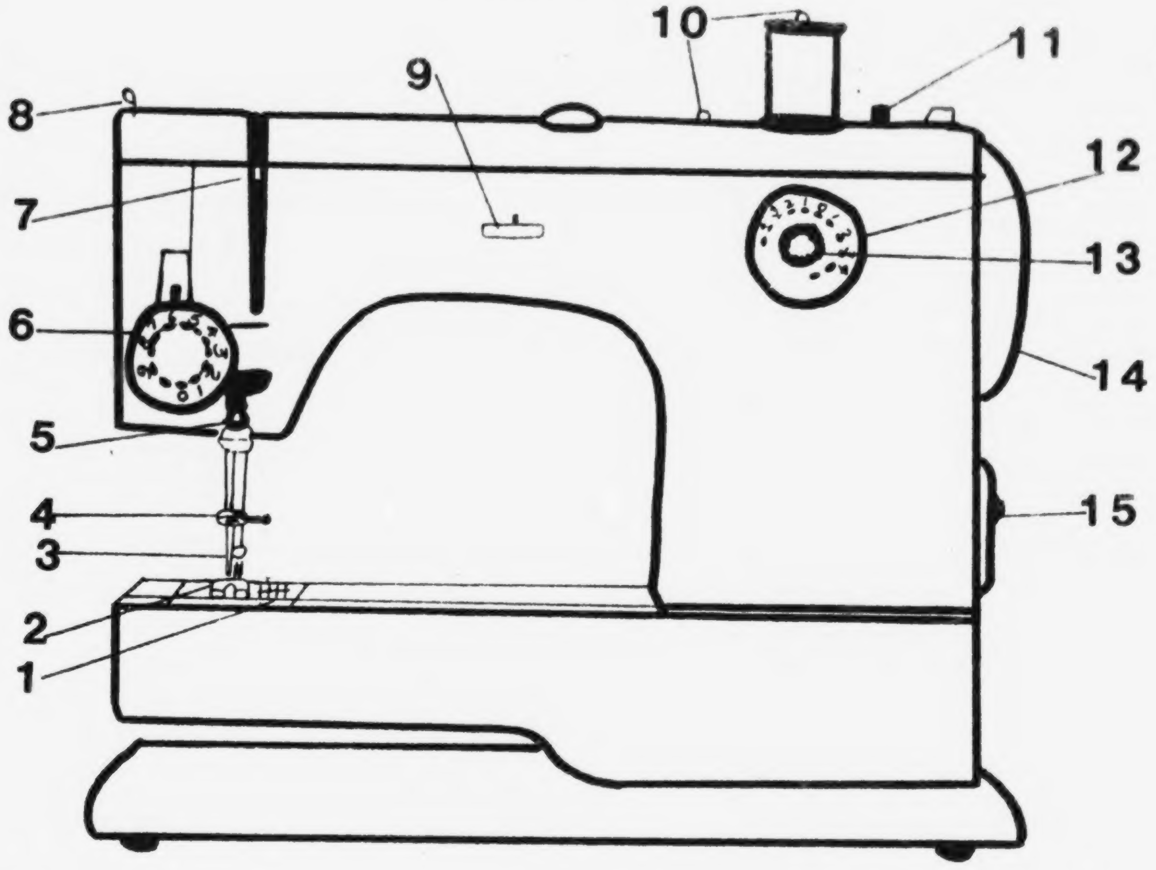
Directions:

Check off after each step is completed.

	Student	Teacher
1. Grain-perfect-fabric		
2. Fabric flat, right sides together		
3. Pattern pieces smooth		
4. No seamlines overlapping		
5. Straight-of-grain lines are an equal distance from selvages or fold of fabric		
6. Pins at right angles to cutting lines		
7. Grain line pinned		
8. Pins spaced 4 to 6 inches apart		
9. No pins over cutting line		
10. Only necessary pattern markings transferred correctly		
11. Guide sheet followed		

Appendix K

PARTS OF THE MACHINE



Directions:

Study the diagram of the sewing machine. Identify each numbered part by writing its name in the blank provided.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________

Appendix K

ANSWER KEY

1. Throat plate
2. Presser foot
3. Needle
4. Needle clamp
5. Thread guide
6. Thread tension control
7. Take-up lever
8. Thread guide
9. Needle position wheel
10. Spool pins
11. Bobbin winder
12. Stitch length dial
13. Reverse lever
14. Hand wheel
15. Light switch

Appendix K

ANSWER KEY

1. Throat plate
2. Presser foot
3. Needle
4. Needle clamp
5. Thread guide
6. Thread tension control
7. Take-up lever
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9. Needle position wheel
10. Spool pins
11. Bobbin winder
12. Stitch length dial
13. Reverse lever
14. Hand wheel
15. Light switch

UNIT TEST

CLOTHING AND TEXTILES

PART I: TRUE-FALSE

Directions: Write "True" in the blank corresponding to each true statement and "False" in the blank corresponding to each false statement.

__________ 1. The clothing a person wears may identify his/her occupation.

__________ 2. All cultures think about modesty in the same way.

__________ 3. One reason for wearing decorative clothing is to show uniqueness.

__________ 4. People have different view points concerning the importance of clothing.

__________ 5. An infant has different clothing needs than a teenager.

__________ 6. There are 8 intermediate colors.

__________ 7. Curved lines show direction but not straightness.

__________ 8. A very light colored room will appear larger than a dark colored room of the same size.

__________ 9. Most people want to wear clothing that is accepted by others in the community.

__________ 10. The effect of diagonal lines depends on the length and angle of the line.

PART II: COMPLETION

Directions: In the space provided, write the words that will correctly complete each sentence.

1. Your clothing can protect you from the (a) . They can also protect you when you are (b) ing or (c) ing.

2. ___________ is governed by what a community thinks about the human body and its dignity.

3. The three primary colors are (a) , (b) , and (c) .

4. The three secondary colors are (a) , (b) , and (c) .

5. The complement of violet on the color wheel is _____________.

PART III: MATCHING

Directions: Match each item in Column I to a correct response in Column II. Put the letter of the correct response in the corresponding blank.

COLUMN I

_____ 1. Analogous colors

_____ 2. Complementary colors

_____ 3. Cool colors

_____ 4. Department store

_____ 5. Discount house

_____ 6. Hue

_____ 7. Intensity

_____ 8. Intermediate color

_____ 9. Modesty

_____ 10. Monochromatic color scheme

_____ 11. Self-service

_____ 12. Services

_____ 13. Shade

_____ 14. Specialty store

_____ 15. Tint

_____ 16. Triad

_____ 17. Used clothing store

_____ 18. Value (Color)

_____ 19. Values (Clothing Needs/Wants)

_____ 20. Variety store

_____ 21. Warm colors

COLUMN II

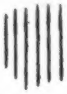
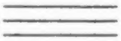
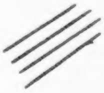
A. The name of a color
B. Formed by mixing a primary and a secondary color; for example: red-orange
C. Describes the lightness or darkness of a color
D. A color with more white in it
E. A color which contains black
F. The ideas, things, and conditions that a person considers important
G. Special conveniences such as free alterations which encourage a shopper to buy at a particular store
H. A situation in which a customer must wait on himself or herself
I. A store that claims to sell clothing at lower prices than some other stores
J. Two colors across from each other on the color wheel
K. Three colors equally distant from each other on the color wheel
L. A store that sells a variety of items but usually a limited choice of clothing items
M. Yellows and reds
N. Brightness or dullness of a color
O. A store with special departments for different types of clothing
P. 2 or 3 colors near each other on the color wheel
Q. Being decent; not calling attention to one's body
R. A store that sells only one type or a few types of clothing
S. A combination of various values and intensities of a single color
T. Blues and greens
U. A store that sells clothing which has been used

PART IV: MULTIPLE CHOICE

Directions: Choose the best answer to complete each sentence. Put the letter of the correct response in the blank provided.

_____ 1. Vertical lines: (a) keep the eye moving from side to side (b) are slanted (c) keep the eye moving upward (d) none of the above.

_____ 2. Horizontal lines: (a) are curved (b) keep the eye moving from side to side (c) are slanted (d) none of the above.

_____ 3. These are diagonal lines: (a)  (b)  (c)  (d) none of these are.

_____ 4. A silhouette is (a) blue (b) the shape formed by the outer lines of your clothing (c) red (d) similar to the color wheel.

_____ 5. These are complementary colors: (a) orange and yellow (b) red and green (c) violet and yellow-orange (d) blue and red-orange.

PART V: LISTING

Directions: Write the correct answers to each statement.

1. List 4 reasons to wear clothes.
   a.
   b.
   c.
   d.
2. List 5 factors that influence clothing needs and wants.
   a.
   b.
   c.
   d.
   e.
3. List 3 things to think about before making a clothing purchase.
   a.
   b.
   c.
4. List 4 factors that affect your decision about where to buy clothes.
   a.
   b.
   c.
   d.

5. Draw and label a color wheel.

UNIT TEST - ANSWER KEY

CLOTHING AND TEXTILES

PART I: TRUE-FALSE

True 1.
False 2.
True 3.
True 4.
True 5.
False 6.
True 7.
True 8.
True 9.
True 10.

PART II: COMPLETION

Weather 1.a.
Working 1.b.
Playing 1.c.
Modesty 2.
Red 3.a.
Blue 3.b.
Yellow 3.c.
Green 4.a.
Orange 4.b.
Violet 4.c.
Yellow 5.

PART III: MATCHING

1. P
2. J
3. T
4. O
5. I
6. A
7. N
8. B
9. Q
10. S
11. H
12. G
13. E
14. R
15. D
16. K
17. U
18. C
19. F
20. L
21. M

PART IV: MULTIPLE CHOICE

1. c
2. b
3. c
4. b
5. b

PART V: LISTING

1.a. Modesty
b. Identification
c. Decoration
d. Protection
2.a. Lifestyle
b. Age
c. Values
d. Type of Climate; Amount of Clothing on Hand
e. Number Needed for Activities; Community Standards
3.a. Type of Clothing; Number of Articles Needed
b. Preferred Characteristics of Clothing; Amount of Money Available to Spend
c. Costs of Caring for Clothes
4.a. Price
b. Selection
c. Quality; Time Available
d. Special Services Available

5.

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT V: CONSUMER EDUCATION

SUGGESTED TIME: 1-3 WEEKS

UNIT FIVE

CONSUMER EDUCATION

INTRODUCTION

Home Economists realize that the role of teenagers is one of influence in today's society. This unit is designed to help eighth grade students understand how the economic system works, how the system affects them as consumers and their influence on the economy. The unit focuses on defining needs, wants, values and goals; advertising and how it influences buying; rights and responsibilities; money management; and wise shopping practices in purchasing goods and services.

COMPETENCIES

1. Define needs, wants, values and goals.
2. Know the influence of needs, wants, values, and goals on spending.
3. Be aware of the rights and responsibilities of the consumer.
4. Know wise shopping practices in purchasing goods and services.
5. Recognize types of income for teenagers.
6. Be aware of the influences of advertising.
7. Apply the decision-making process.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the role of the teenager as a consumer.
2. Identify basic consumer terms.
3. Understand the rights and responsibilities of the consumer.
4. Demonstrate wise shopping practices in purchasing goods and services.
5. Identify types of income for teenagers.
6. Recognize influences of advertising.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through discussion, students will define consumer and list steps to follow to become a good shopper.

2. Through discussion, students will compile a list of rights and responsibilities of the teenage consumer.

3. In a writing assignment, students will become familiar with basic consumer terms.

4. In a writing assignment, students will differentiate between wants and needs; values and goals.

5. Through discussion, students will identify types and sources of personal income for teenagers.

6. On a written test, students will list factors influencing purchasing decisions.

METHODOLOGY

Use the information from the unit outline to introduce the topical content of the role of the teenager in a consumer society. Use the materials in the appendix to enhance the presentation of subject matter in the classroom.

SUGGESTED INTEREST APPROACHES

1. Use resource person to discuss the rights of the teenage consumer.

2. Videotape television commercials and let students decide which products appeal to the teenager and why.

UNIT OUTLINE

CONSUMER EDUCATION

I. The teenage consumer

  A. Consumer
  B. Steps to becoming a good shopper
  C. Consumer rights and responsibilities

II. Consumer terms

III. Influences on spending

  A. Needs
  B. Wants
  C. Values
  D. Goals

IV. Decision-making process

V. Teenage income

  A. Types of income
  B. Sources of income
  C. Ways to earn money

VI. Factors influencing purchasing decisions

  A. Advertisements
  B. Brands
  C. Prices
  D. Labels
  E. Guarantees
  F. Warranties

VII. Types of stores

BASIC SKILLS CONCEPTS
CONSUMER EDUCATION

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Consumer	Writing	2. Write the first word or phrase that comes to mind when the following words are called out: money, buy, budget, allowance, pay, work, goods, services, and consumer.
	Reading Writing	3. Explain how each individual described in "Who is the Consumer" worksheet is a consumer.
	Writing	4. Answer in writing the following questions: 1. What makes you a consumer? 2. What is expected of you as a teenage consumer? 3. What are some of your expectations as a consumer?
Steps to becoming a good shopper	Reading	8. View bulletin board "Keep Track of Your Money."
Objective 2 Consumer rights and responsibilities	Writing	1. View filmstrip "Shopping with Skill" and list the rights and responsibilities of the consumer.
Responsibilities	Writing	3. Complete the "Consumer Responsibility Chart."
	Writing	4. List and discuss accepted behavior toward: 1. Salespeople 2. Stores 3. Merchandise 4. Other shoppers
	Reading	6. Review rules for writing consumer complaint letters.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Writing	7. Write an imaginary letter of complaint to a store.
Objective 3 Consumer terms	Writing	1. Develop vocabulary list of key terms.
Objective 4 Influences on spending	Reading Writing	2. Complete "Teenage Purchases" worksheet
	Reading Writing	3. Complete "Shopping Spree" worksheet
Values	Writing	9. List at least five items purchased in the last two weeks and discuss how these purchases reflect personal values.
	Reading Writing	10. Complete worksheet on "Personal Values."
Decision Making	Reading Writing	12. Solve "Case Studies" using FHA Planning Process.
Objective 5 Ways to earn money	Reading	5. Look through newspapers to find want ads on jobs that teenagers could fill. Report to class.
Objective 6 Factors influencing purchasing decisions	Reading Writing Mathematics	2. Product Evaluation: Examine five different brands of an item to determine how the brand, package, price and label might influence a teenage consumer's purchase.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
	Reading Writing	3. Divide into groups. Each group will examine a guarantee and a warranty. List ways guarantees and warranties can be of value. A person from each group will report to the class on the findings.
Advertisements	Reading Writing	5. Evaluate advertisements using "Evaluating Advertisements" worksheet.
Types of stores	Reading	6. Write the advantages and disadvantages of each type of store using handout.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through discussion, students will define consumer and list steps to follow to become a good shopper.

Unit Content	Learning Activities
Consumer --Definition	1. View filmstrip, "Let the Buyer Prepare." 2. Write the first word or phrase that comes to mind when the following words are called out: money, buy, budget, allowance, pay, work, goods, services, and consumer. 3. Explain how each individual is a consumer in Appendix A. 4. Answer in writing the following questions: 1. What makes you a consumer? 2. What is expected of you as a teenage consumer? 3. What are some of your expectations as a consumer?
Steps to becoming a good shopper --Know sizes --Check labels --Follow advertising --Read literature --Share information	5. List steps in becoming a good shopper. 6. Dramatize a good shopper purchasing a pair of jeans. 7. Prepare and present skit showing ways of saving when shopping. 8. View bulletin board in Appendix B.

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2. Through discussion, students will compile a list of rights and responsibilities of the teenage consumer.

Unit Content

Consumer rights and responsibilities
- --Rights
  - . Right to be informed
  - . Right to choose
  - . Right to safety and protection
  - . Right to be heard
- --Responsibilities
  - . Be informed
  - . Make intelligent choices
  - . Follow directions
  - . Make legitimate complaints

Learning Activities

1. View filmstrip, "Shopping with Skill," and list the rights and responsibilities of the consumer.
2. Role play several examples to show how returns and exchanges are properly made.
3. Complete the "Consumer Responsibility Chart," in Appendix C.
4. List and discuss accepted behavior toward:
   1. Salespeople
   2. Stores
   3. Merchandise
   4. Other shoppers
5. Discuss the effects of careless shopping habits of the consumer.
6. Review rules for writing consumer complaint letters in Appendix D.
7. Write an imaginary letter of complaint to a store.
8. Buzz Group: "What are some of the good shopping practices you have observed?"

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3. In a writing assignment, students will become familiar with basic consumer terms.

Unit Content	Learning Activities
Consumer terms	1. Develop vocabulary list using key terms in Appendix E. 2. Prepare flash card with key words on one side and definitions on the opposite side. Review terms.

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4. In a writing assignment, students will differentiate between wants and needs; values and goals.

Unit Content	Learning Activities
Influences on spending --Wants --Needs	1. Brainstorm "What are the basic needs and wants of the teenage consumer?" 2. Complete "Teenage Purchases" worksheet in Appendix F. 3. Complete "Shopping Spree" worksheet in Appendix G. 4. View and discuss filmstrip "Decision-Making for Consumers." 5. Define values. 6. Pretend that a storm warning has been issued and you must leave your home for a safe place. You can take three possessions with you. What would they be? What would these three things tell about your values? 7. View and discuss the filmstrip "Developing Values."

Values --Personal . Social status . Income . Religious beliefs . Expression of self	8. Complete a bulletin board depicting values by using pictures from magazines to illustrate different values. 9. List at least five items purchased in the last two weeks and discuss how these purchases reflect personal values.
--Family . Size . Income . Focus of family	10. Complete worksheet in Appendix H on "Personal Values."
--Peer . Peer pressure . Popularity . Rejection	
Goals --Definition --Types . Short term . Long term	11. View filmstrip on setting goals.
Decision making --Steps --Influences on teenage purchases	12. Solve case studies in Appendix I using FHA Planning Process in Appendix J.

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5. Through discussion, students will identify types and sources of personal income for teenagers.

Unit Content	Learning Activities
Types of income --Money --Real --Savings	1. Discuss types and sources of teenage income.
Income for teenagers --Sources . Earnings . Gifts . Allowances . Sales	2. View a filmstrip on the sources of income - "Your Money and You." 3. Discuss pros and cons of allowances.

--Ways to earn money . Babysitting . Yard work . Chores . Sale of handicrafts . Others	4. Identify ways teenagers earn money. 5. Look through newspapers to find want ads on jobs that teenagers could fill. Report to class. 6. Listen to a resource person tell about a hobby that became a money-making project.

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6. On a written test, students will list factors influencing purchasing decisions.

Unit Content	Learning Activities
Factors influencing purchasing decisions --Advertisements --Brands --Prices --Labels --Guarantees --Warranties	1. Buzz Session: Discuss the influences of advertisements, brands, prices, labels, guarantees, and warranties on consumer purchases. 2. Product Evaluation: Examine five different brands of an item to determine how the brand, package, price and label might influence a teenage consumer's purchase. 3. Divide into ,groups. Each group will examine a guarantee and a warranty. List ways guarantees and warranties can be of value. A person from each group will report to the class on the findings.
Advertisements --Informative --Emotional	4. Determine the difference between informative and emotional advertising. 5. Evaluate advertisements using questions in Appendix K.
Shopping --Types of stores . Discount . Department . Speciality . Mail order	6. Write the advantages and disadvantages of each type of store using Appendix L.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Contributing ideas and cooperating with other students in designing bulletin boards as indicated in learning activities,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; neat handwriting, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbooks, magazines, newspapers, and catalogs selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Comparison Shopping," Bennett & McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

"Consumer Advertising," Procter & Gamble Educational Services, P. O. Box 14009, Cincinnati, Ohio 45214.

"Decison-Making For Consumers," J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, New York 10019.

"Developing Values ," Guidance Associates, 757 Third Avenue, New York, New York 10017.

"Let the Buyer Prepare," The Procter & Gamble Co., P. O. Box 14009, Cincinnati, Ohio 45214.

"Setting Goals," Guidance Associates, 757 Third Avenue, New York, New York 10017.

"Shoplifting," Teaching Aids Inc., P. O. Box 1798, Costa Mesa, California 92628-0798.

"Shopping Game: The Art of Skillful Buying," The Learning Seed, 21250 N. Andover Road, Kildeer, Illinois 60047.

"Shopping With Skill," The Procter and Gamble Co., P. O. Box 14009, Cincinnati, Ohio 45214.

"The Consumer and the Economy," Bennett & McKnight Glencoe Publishing Co., 809 W. Detweiller Drive, Peoria, Illinois 61615.

"Your Money and You," Money Management Institute, Prudential Plaza, Chicago, Illinois.

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Teen Scene. National 4-H Council, Washington, D.C.

RESOURCES

Ament, Karen. Steps in Home Living. Peoria, Illinois: Bennett Publishing Co., 1984.

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Chamberlain, Valerie, Peyton Budinger, and Jan Jones. Teen Guide. New York: McGraw-Hill Co., 1985.

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Co., 1983.

Dunn, Martha and Yvonne Peeler. Living, Learning and Caring. Lexington, Massachusetts: Ginn and Co., 1984.

Green, Hayden D. Consumers in the Economy. Cincinnati, Ohio: South-Western Publishing Co., 1983.

Kern, Susan T. and Grady Kimbrell. The Savvy Consumer. Bloomington, Illinois: Glencoe Publishing Co., 1984.

Liddell, Louise A. Clothes and Your Appearance. South Holland, Illinois: Goodheart-Willcox Co., Inc., 1981.

Maedke, Wilmer, Ross Lowe, and Charles Malouf. Consumer Education. Encino, California: Glencoe Publishing Co., 1984.

Maedke, Wilmer, Ross Lowe, and Charles Malouf. Teacher's Manual and Key. Encino, California: Glencoe Publishing Co., 1984

Parnell, Baynor F. Homemaking Skills for Everyday Living. South Holland, Illinois: Goodheart-Willcox Co., Inc., 1984.

Steps in Home Living Student's Guide. Peoria, Illinois: Bennett Publishing Co., 1984.

Young Living Teacher's Resource Guide. Peoria, Illinois: Bennett and McKnight Publishing Co., 1983.

Appendix A

WHO IS THE CONSUMER ?

Directions:

Explain how each of the following are consumers:

1. Your friend

2. A shopper in a grocery store

3. A teenager at the movies

4. A housewife

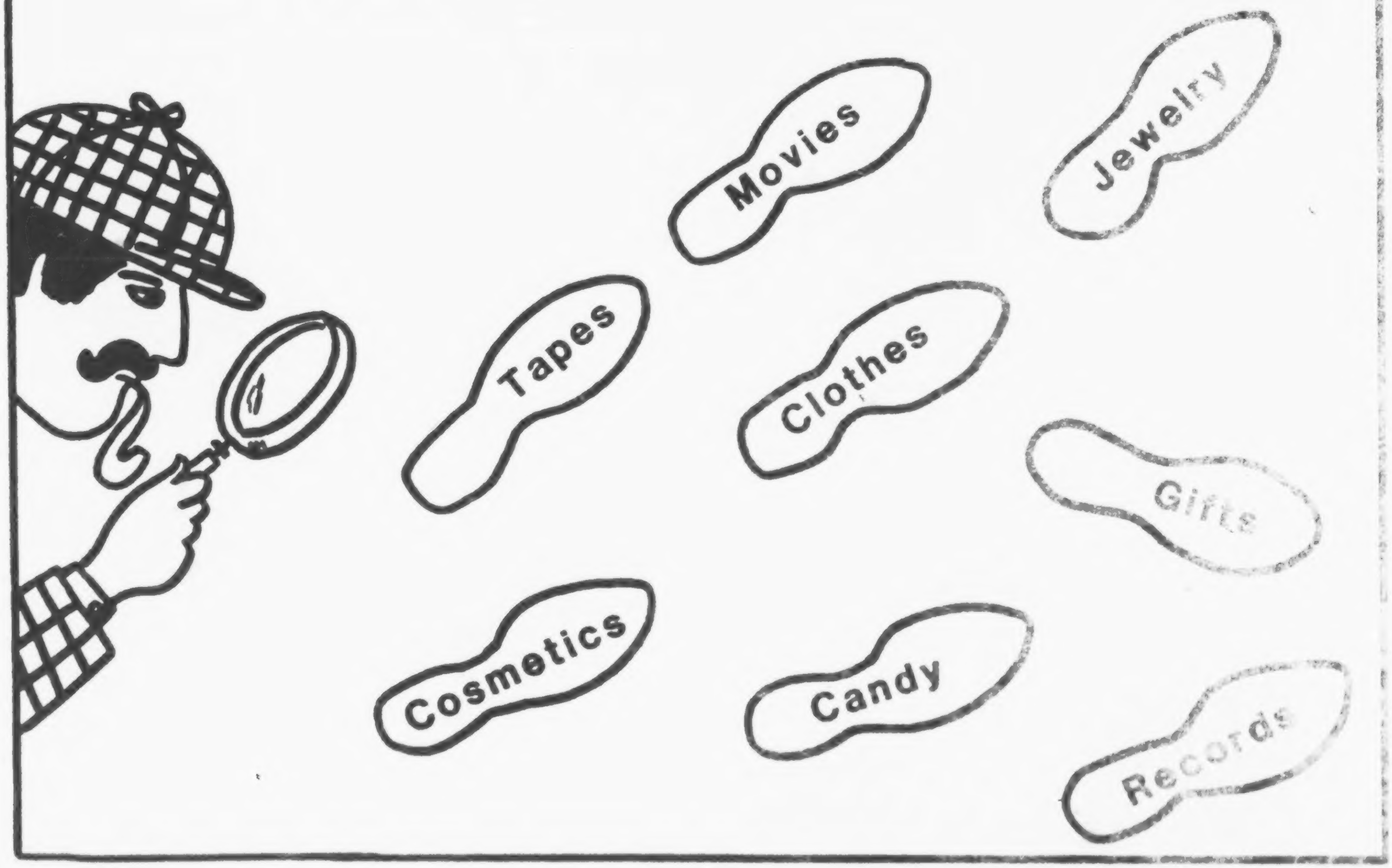
5. A teacher

6. A junior high school student

7. A child

Adapted from: Consumer Education in Louisiana, Bulletin 1474, Louisiana Department of Education, Baton Rouge, Louisiana.

KEEP TRACK OF YOUR MONEY !



Appendix C

CONSUMER RESPONSIBILITY CHART

Directions:

You have certain rights as a consumer. Complete the chart by writing examples of responsibilities that go with each right.

THE RIGHT TO BE HEARD	THE RIGHT TO SAFETY AND PROTECTION
1. Talk to the store manager if you have a valid complaint.	1. Follow the instructions in the manuals for safety.
2.	2.
3.	3.
4.	4.
5.	5.
THE RIGHT TO BE INFORMED	**THE RIGHT TO CHOOSE**
1. Read the newspaper daily.	1. Don't abuse store merchandise.
2.	2.
3.	3.
4.	4.
5.	5.

RULES FOR WRITING A CONSUMER COMPLAINT LETTER:

1. Explain the problem carefully.

2. Indicate the loss or inconvenience you have suffered (if any).

3. Include details which are necessary to identify your problem----dates, catalog numbers, styles, order numbers, etc.

4. Avoid negative accusations or threats, such as "I must insist," "I demand," "Unless you," "You will have to," etc.

5. Don't be unreasonable in your request for reimbursement or replacement.

6. Be sure to include your name, address, telephone number, etc.

CONSUMER TERMS

Advertisement--

Allowance--

Brands--

Budget--

Comparisons--

Consumer--

Contributions--

Cosmetics--

Customer--

Decision--

Exchange--

Expenses--

Gift--

Goal--

Goods--

Guarantee--

Income--

Label--

Market--

Merchandise--

Money Income--

Need--

Planning--

Priorities--

Purchase--

Records--

Refund--

Return--

Satisfactions--

Savings--

Service--

Standards--

Swap--

Use--

Value--

Want--

Wardrobe--

Warranty--

Appendix E

ANSWER KEY

Advertisement--Intended to arouse a desire to buy.

Allowance--A definite amount of money which is received on a regular schedule, such as once a week or once a month.

Brands--Identifying marks.

Budget--A plan for spending and saving.

Comparisons--Determining how things are alike or different.

Consumer--One who uses goods and services.

Contributions--That which is given for a particular cause.

Cosmetics--Items used to improve appearance.

Customer--One who buys or wishes to buy.

Decision--Acting or setting a matter in a person's mind or through his actions.

Exchange--To trade one item for another.

Expenses--Goods and services for which payment must be made.

Gift--A present or donation.

Goal--Aim toward which one works.

Goods--The things you buy and use.

Guarantee--An assurance, something given by way of security.

Income--A gain in resources.

Label--Written description attached to an article.

Market--A place where goods and services are bought or sold.

Merchandise--Goods that are bought or sold in business.

Money Income--Money derived from earnings, gifts, and allowances.

Need--Essential.

Planning--Making decisions in advance.

Priorities--Rank or order.

Purchase--To buy.

Records--Written accounts.

Refund--To return money in exchange for the goods.

Return--To take an item back to the place of purchase.

Satisfactions--Things or events which give pleasure.

Savings--Putting away money from present income for use sometime in the future.

Service--A duty performed for a consumer by an organization or a person.

Standards--Guidelines used to measure the quality level of a product.

Swap--To trade one thing for another.

Use--To employ or consume--how an item is utilized.

Value--Belief or feeling that something is worthwhile.

Want--Desire.

Wardrobe--All of the clothing and accessories owned or used by a person.

Warranty--A statement of proof or assurance.

Appendix F

TEENAGE PURCHASES

Directions:

Listed are 20 items that you might purchase. Some items are wants and some are needs. In the blank to the left of each item, write "N" if the item is a NEED; write "W" if the item is a WANT.

_____ 1. Hamburger
_____ 2. Bathing suit or swim trunks
_____ 3. Music tape
_____ 4. Watch
_____ 5. Rug
_____ 6. Movie ticket
_____ 7. Candy bar
_____ 8. Hair brush
_____ 9. Shoes
_____ 10. Soft drink
_____ 11. Perfume or after shave
_____ 12. Deodorant
_____ 13. Sun glasses
_____ 14. Jewelry
_____ 15. Socks
_____ 16. Toothpaste
_____ 17. School paper
_____ 18. Soap
_____ 19. Pencils
_____ 20. Pillow

Appendix G

SHOPPING SPREE

You have $100 to spend as you wish. Using a catalog, list items that you would purchase along with the cost of the item. For each item purchased, answer these questions:

1) Why did I select the item?

2) Could I live without it?

3) Do I want it because my friends have it?

4) Is it a need or a want?

Appendix H

PERSONAL VALUES

Directions:

Read each situation and decide what value is evident in each one.

1. Jan buys a new dress. The clerk gives Jan too much change. Jan returns the money.

   VALUE ____

2. Catherine and Edward are brother and sister who enjoy bicycle riding. Edward's bike has a flat. Catherine does not borrow Edward's bike without permission.

   VALUE ____

3. Bob earns $10 weekly cutting grass. He puts $7 in his savings account each week.

   VALUE ____

Appendix I

CASE STUDIES

Directions:

Using The Planning Process, solve the following case studies.

1. Your grandmother gave you $50 to buy some clothes for school. You see a nice-looking pair of designer jeans for $45, but you know you could buy two pairs of regular jeans plus a shirt for that price. What would you do?

2. Over the past two months, you have saved $150 to purchase a $200 bicycle. A friend asks you to go camping with his/her family over the weekend. Your parents say you can go, if you use your own money. You really want to go and you want that new bicycle soon. What would you do?

3. You have a part-time job everyday after school, but you are on the tennis team and practice will be starting next week. You are a player for the team and you love the sport, but you also need to work. What could you do?

Appendix J

THE PLANNING PROCESS

for Individual and Group Action

Identify concerns

- Brainstorm to get all ideas out or state the activity or problem you want to tackle if already determined
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns some or all of your members

Set your goal

- Get a clear mental picture of what you want to accomplish and write this down as your goal
- Make sure your goal is one that can be achieved and evaluated, consider available resources

Form a plan

- Decide how your goal will be reached
- Figure out the who, what, where, when and how
- List the abilities, skills and knowledge required on your part
- List other available resources, such as persons, places, publications and funds
- Make a workable timetable to keep track of your progress
- List possible barriers you might face and the need for alternate plans.
- Decide ways to recognize your accomplishments along the way.

Act

- Carry out your group or individual plan
- Use family and community members, advisers, committees, task forces and advisory groups when needed

Follow up

- Determine if your goal was met.
- List ways you would improve your project or planning for future reference
- Share and publicize your efforts with others

Appendix K

EVALUATING ADVERTISEMENTS

Directions:

Evaluate an advertisement by answering the following questions.

1. Does the advertisement give valuable information? List.

2. What makes this advertisement eye-catching?

3. Does the advertisement give unnecessary information?

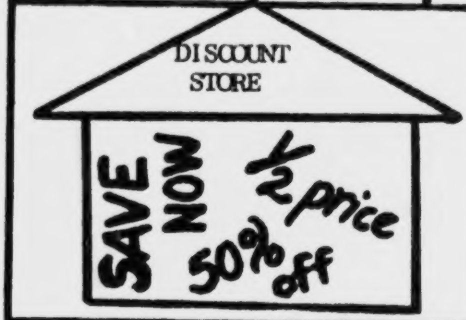
4. Is this product advertised too often?

5. Is the advertisement used to deceive me into buying the product?

6. Is this advertisement used to help me make my decision?

Appendix L

DIRECTIONS: List the advantages and disadvantages of each type of store.

WHERE TO BUY??	ADVANTAGES	DISADVANTAGES
		

UNIT TEST

CONSUMER EDUCATION

PART I: MATCHING

Directions: In the blank provided, place the letter corresponding to the term in Column B which best fits the description in Column A.

COLUMN A

_____ 1. Rank or order

_____ 2. The things you buy and use

_____ 3. A statement of proof

_____ 4. Written description attached to an article

_____ 5. Aim toward which one works

_____ 6. Written accounts

_____ 7. Making decisions in advance

_____ 8. A plan for spending and saving

_____ 9. Belief that something is worthwhile

_____ 10. A gain in resources

COLUMN B

A. Planning
B. Goal
C. Goods
D. Warranty
E. Records
F. Label
G. Brands
H. Priorities
I. Value
J. Budget
K. Income

PART II: MULTIPLE CHOICE

Directions: In the blank provided place the letter corresponding to the phrase which best completes the statement.

_____ 1. Consumers are
A. People who buy goods and services
B. People who sell goods and services
C. People who make goods and give services
D. All of the above

_____ 2. Steps to being a smart shopper include all of these except
A. Check labels
B. Read literature
C. Do not follow advertising
D. Share information

_____ 3. These are all consumer rights except
A. Right to choose
B. Right to make illegitimate complaints
C. Right to be informed
D. Right to be heard

_____ 4. Personal values include the following except
A. Income
B. Religious beliefs
C. Expression of family
D. Social status

_____ 5. Family values depend on
A. Size
B. Income
C. Focus of family
D. All of the above

PART III: SHORT COMPLETION
Directions: Complete each of the following statements with the correct answers. Write the correct word or phrase in the blank at the left.

____________________ 1. List five wants.

____________________ 2.

____________________ 3.

____________________ 4.

____________________ 5.

____________________ 6. List five needs.

____________________ 7.

____________________ 8.

____________________ 9.

____________________ 10.

____________________ 11. List the five steps in the planning process in correct order.

____________________ 12.

____________________ 13.

____________________ 14.

____________________ 15.

_____________________ 16. List the two types of goals.

_____________________ 17.

_____________________ 18. List four income sources for teenagers.

_____________________ 19.

_____________________ 20.

_____________________ 21.

_____________________ 22. List four ways that teenagers can earn money.

_____________________ 23.

_____________________ 24.

_____________________ 25.

_____________________ 26. List six factors that influence purchasing decisions.

_____________________ 27.

_____________________ 28.

_____________________ 29.

_____________________ 30.

_____________________ 31.

_____________________ 32. List four types of stores.

_____________________ 33.

_____________________ 34.

_____________________ 35.

UNIT TEST - ANSWER KEY

CONSUMER EDUCATION

PART I: MATCHING

1. H
2. C
3. D
4. F
5. B
6. E
7. A
8. J
9. I
10. K

PART II: MULTIPLE CHOICE

1. A
2. C
3. B
4. C
5. D

PART III: SHORT COMPLETION

1.- 5. Possible Answers - Others

designer clothes
bicycle
horse
jewelry
cable television

6.- 10. Possible Answers - Others

food
shelter
health
clothes
money

11. identify concerns
12. set your goal
13. form a plan
14. act
15. follow-up
16. short term
17. long term
18. earnings
19. gifts
20. sales
21. allowances
22. babysitting
23. yard work
24. chores
25. sale of handicrafts
26. advertisements
27. brands
28. prices
29. labels
30. guarantees
31. warranties
32. discount
33. department
34. specialty
35. mail order

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT VI: FOOD AND NUTRITION

SUGGESTED TIME: 1-8 WEEKS

UNIT SIX

FOODS AND NUTRITION

INTRODUCTION

We live in an age when fast foods and "junk" foods are the norm rather than the exception. It is therefore the purpose of this unit to teach the young adolescent positive alternatives to this concept. The study of foods which are a part of Louisiana culture, basic nutrition, and the preparation of nutritious foods are the main points of this unit.

COMPETENCIES

1. Recognize basic nutrition concepts and how they relate to health.
2. Learn proper manners.
3. Identify and use kitchen appliances.
4. Demonstrate the ability to set a cover.
5. Recognize sanitation and safety practices.
6. Plan and prepare simple nutritious foods.
7. Develop an awareness of Louisiana cuisine.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Recognize the importance of good nutrition and good body health.
2. Recognize the reasons and need for acceptable manners.
3. Identify and use small and large appliances and kitchen equipment.
4. Discuss sanitation and safety practices to be used in food preparation.
5. Become aware of proper table settings.
6. Understand the difference between nutritious foods and junk foods.
7. Be able to describe various foods associated with Louisiana.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In class activities, students will identify the five food groups.

2. In a written test, students will identify the six essential nutrients and the relation to good health.

3. In a project, students will discriminate between a healthy diet and a fad diet.

4. Through the use of role play, students will illustrate the need and importance of manners in society.

5. In a project, students will arrange tableware in proper order for simple parties and snacks.

6. In a laboratory, students will demonstrate the proper use of large and small appliances and kitchen equipment.

7. Through class activities, students will demonstrate and role play sanitation and safety practices.

8. In a laboratory, students will plan and prepare nutritious foods suitable for serving at a party.

9. In writing, students will describe the various foods associated with different sections of Louisiana.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topic of foods and nutrition. Use the materials in the appendix and audio-visual aids to enhance the presentation of subject matter in the classroom. Role play various situations involving manners, sanitation, and safety. Use laboratory experiences to enhance knowledge learned in foods and nutrition. Invite guest speakers as resources in the areas of floral arrangement and Louisiana cuisine.

SUGGESTED INTEREST APPROACHES

1. Ask students to collect pictures and articles depicting teens with various eating disorders.

2. Ask students to bring prepared foods famous to Louisiana for a tasting party.

3. Have students plan a party.

UNIT OUTLINE

FOODS AND NUTRITION

I. Nutrition

- A. Five food groups
- B. Nutrients
- C. Fad diets
- D. Body health

II. Table settings and manners

- A. General manners
- B. Social manners
    - 1. Telephone manners
    - 2. Table manners
    - 3. Introductions
- C. Table setting
- D. Table centerpiece

III. Kitchen equipment

- A. Identification, use, and safety
    - 1. Large appliances
    - 2. Portable appliances
    - 3. Small equipment
- B. Care of equipment and appliances

IV. Sanitation and safety

- A. Importance of cleanliness
    - 1. Personal hygiene
    - 2. Sanitation of kitchen
- B. Proper dishwashing techniques
    - 1. Handwashing
    - 2. Automatic dishwashing
- C. Proper food storage
    - 1. Pantry
    - 2. Refrigerator/freezer
- D. Kitchen safety
    - 1. Importance of safe equipment
    - 2. Basic safety rules

V. Food planning and service

- A. Party planning and service
    1. Planning a party
    2. Participation
- B. Lab planning, preparation, and evaluation
    1. Recipes
    2. Planning
    3. Preparation
    4. Evaluation

VI. Louisiana cuisine

- A. Unique foods
- B. Laboratory experience

BASIC SKILLS CONCEPTS
FOODS AND NUTRITION

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Five food groups	Reading Writing	4. Evaluate by listing on the board the five food groups and the number of servings needed daily.
	Reading Writing	5. Make a poster or bulletin board to place in the school cafeteria to coincide with State FHA Nutrition Project--The Student Body.
	Reading	6. View bulletin board "Don't Turn Your . . ."
Objective 2 Nutrients	Writing	1. Define each nutrient.
Objective 3 Fad diets	Reading	8. View bulletin board "Are You a Junk Food Junky . . . "
Body health	Reading Writing	9. Evaluate personal fitness by completing worksheet "Am I Physically Fit?"
	Reading	11. Review calorie content of common foods from charts in textbook.
	Mathematics	12. Exercise activity. For example: Students will eat a chocolate chip cookie, then determine type and amount of body activity required to burn off the calories.
Objective 4 Social manners	Reading Writing	4. Complete and discuss worksheet "Telephone Manners."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Portable appliances	Reading Writing	4. Identify portable appliances on an activity sheet.
	Reading	5. Read and study instruction manual prior to use of appliance.
Objective 7 Kitchen safety	Reading Writing	8. Complete worksheet "Safety Hazards."
	Writing	11. Compile a list of safety rules.
	Reading Writing	12. Conduct a "Hazard Hunt" using worksheet.
Objective 8 Party planning	Reading Writing Mathematics	2. Divide into groups of 3 or 4. Plan a party. Select nutritious foods to be prepared and served.
	Reading Mathematics	3. Collect recipes that can be prepared in time allotted.
	Reading Writing Mathematics	4. Make a shopping list for party supplies.
	Writing	5. Design and make an invitation for a party. Invitations may be displayed/judged in a contest.
Plan of work	Writing	7. Make a list of responsibilities to be done by group members before, during and after the party.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Recipes	Reading	10. Identify cooking terms in recipes using a game.
	Reading	11. Read and discuss a recipe.
Simple nutritious foods	Reading Writing Mathematics	14. Participate in comparison laboratory.
	Writing	15. Complete plan of work for foods to be prepared in laboratory.
Evaluation of laboratory	Reading Writing	17. Complete and discuss laboratory evaluation sheet.
Objective 9		
Unique foods	Reading Writing	4. Research and define terms used in Louisiana cookery.
Laboratory experience	Reading Writing	8. Compile cookbook of favorite Louisiana recipes.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. In class activities, students will identify the five food groups.

Unit Content	Learning Activities
Five food groups --Meat --Milk --Bread/cereal --Fruits/vegetables Other foods	1. Look in the textbook to find a Food Group Chart. Discuss. 2. Discuss foods in each group and collect pictures from magazines. 3. Mount pictures on a visual for class presentation. Examples would be a mobile, collage, or poster. 4. Evaluate by listing on the board the five groups and the number of servings needed daily. 5. Make a poster or bulletin board to place in the school cafeteria to coincide with State FHA Nutrition Project--The Student Body. 6. View bulletin board "Don't Turn Your . . . " Appendix A.

2. On a written test, students will identify the six essential nutrients and the relation to good health.

Unit Content	Learning Activities
Nutrients --Vitamins --Minerals --Water --Fats --Carbohydrates --Proteins	1. Define each nutrient. 2. Complete "The Nutrition Language" word search. Appendix B. 3. Explain why food gives energy and promotes growth and good health. 4. View a film on nutrients.

---

3. In a project, students will discriminate between a healthy diet and a fad diet.

Unit Content	Learning Activities
Fad diets --Definition	1. Brainstorm for definition.
--Dangers	2. Review need for balanced diet.
	3. Look at various diets. Compare the diets and classify as fad or balanced diet.
--Diseases caused from	4. Review diseases caused by malnutrition.
--Psychological disorders . anorexia nervosa . bulimia	5. Discuss examples of teens with various psychological disorders.
	6. View a filmstrip on eating disorders.
--Food myths	7. Participate in buzz groups to determine food myths and reasons for discounting them.
	8. View bulletin board "Are You a Junk Food Junky . . . " Appendix C.
Body Health --Fitness . Regular exercise . Kinds of exercises	9. Evaluate personal fitness by completing worksheet "Am I Physically Fit." Appendix D.
--Calories . Relationship of caloric intake to fitness/body health	10. View a filmstrip on fitness and exercise.
	11. Review calorie content of common foods from charts in textbook.
	12. Exercise activity. For example: Students will eat a chocolate chip cookie, then determine kind and amount of body activity required to burn off the calories.

4. Through the use of role play, students will illustrate the need and importance of manners in society.

Unit Content	Learning Activities
General manners --Reasons for . Considerations for the way others feel . Social acceptance and customs . Self-confidence	1. View a filmstrip or bulletin board on manners. Appendix E. 2. Role play situations using correct and incorrect manners.
Social manners --Telephone manners . Use firm, pleasant voice. . Always identify yourself. . Apologize for wrong number. . Call at reasonable hours. . Limit phone time.	3. Using a "telephone," role play telephone conversations, demonstrating proper and improper techniques. 4. Complete and discuss worksheet "Telephone Manners". Appendix F.
--Table manners . Place napkin in lap. . Chew with your mouth closed. . Keep elbows off of table. . Use hands for finger foods only. . Use pleasant conversations. . Use of eating utensils.	5. Review table manners and logical reasons for each.
--Introductions . General rule--Say name of older person, name of woman, or most important person first	6. Explain proper techniques for making introductions. 7. Role play introductions.

5. In a project, students arrange tableware in proper order for simple parties and snacks.

Unit Content	Learning Activities
Table setting --Cover --Placement . Flatwear . Napkin . Glassware . Dinnerware . Centerpiece	1. View demonstration of basic table settings for a simple meal and a party buffet. 2. Set table for a selected menu/occasion.

	3. Using a sheet of construction paper as a placemat, arrange cut outs of china, flatware, napkin and glassware in correct order.
Table centerpiece --Appropriate size --Interesting and creative --Suited to the occasion	4. View demonstration by resource person on centerpieces. 5. Plan and construct a centerpiece.

---

6. In a laboratory, students will demonstrate the proper use of large and small appliances, and kitchen equipment.

Unit Content	Learning Activities
Large appliances --Identification, use, and safety . Range - Electric - Gas . Refrigerator . Dishwasher . Washer/dryer . Oven - Microwave - Conventional . Trash compactor . Freezer	1. Discuss the importance of safety in the use of all appliances. 2. Identify large appliances on an activity sheet. 3. View demonstration on use of major appliances.
Portable appliances --Types . Mixer . Blender . Food processor . Food disposal . Electric frypan . Crockpot . Waffle iron . Popcorn popper . Electric can opener . Coffee maker . Rice cooker . Toaster . Wok	4. Identify portable appliances on an activity sheet. 5. Read and study instruction manual prior to use of appliances. 6. Demonstrate in a small group the use of a small kitchen appliance. 7. Use small appliances in a laboratory setting. 8. Clean and store appliances according to proper instructions.

--Care of equipment
  . Cleaning and storage
  . Warranties
  . [illegible]
    instructions

9. Discuss and evaluate the benefits of a warranty.

---

7. Through class activities, students will demonstrate and role play sanitation and safety practices.

Unit Content	Learning Activities
Importance of cleanliness --Personal hygiene . Wash hands . Wear apron/hairnet . General body cleanliness	1. Discuss proper techniques of cleanliness for laboratories. 2. Role play correct and incorrect techniques for personal hygiene and laboratory cleanliness.
--Sanitation of kitchen . Appliances . Sinks and countertops . Waste disposal	3. Through the use of a checklist determine correct and incorrect methods of food disposal.
Proper dishwashing techniques --Handwashing . Sanitized sink . Clean hot, soapy water . Rinse water . Clean dishcloth . Pot scrubbers, soap pads, etc. . Drain board . Clean towels for drying . Storage --Automatic dishwashing . Detergent . Loading/unloading	4. Demonstrate and discuss correct dishwashing procedures.
Proper food storage --Pantry . Canned goods . Condiments . Staples	5. Discuss proper ways of storing foods. 6. Participate in a buzz session. Using a display of foods, determine correct storage techniques to follow.

--Refrigerator/freezer . Fresh foods - Fresh vegetables/fruits - Dairy products - Meats . Prepared foods - Cooked - Baked - Perishable - Nonperishable	7. View demonstration on proper techniques for refrigerator and freezer storage of foods.
Kitchen safety --The importance of safety . Common kitchen accidents . Use of fire extinguisher	8. Complete worksheet "Safety Hazards" in Appendix G. 9. Discuss the importance of safety rules in the kitchen. 10. View demonstration on use of fire extinguisher.
--Basic safety rules	11. Compile a list of safety rules. 12. Conduct a "Hazard Hunt." Appendix H.

---

8. In a laboratory, students will plan and prepare nutritious foods suitable for serving at a party.

Unit Content	Learning Activities
Party planning --Factors to consider . Occasion . Budget . Menu . Invitations . Time . Location . Dress	1. Discuss factors to consider when planning a party. 2. Divide into groups of 3 or 4. Plan a party. Select nutritious foods to be prepared and served. 3. Collect recipes that can be prepared in the time allotted. 4. Make a shopping list for party supplies. 5. Design and make an invitation for a party. Invitations may be displayed/judged in a contest.

--Plan of work . Duties of group members . Time scheduling . Equipment needed . Table appointments . Type of service - Buffet - Compromise - Family - Blue plate	Discuss the importance of group involvement. [illegible] party.
	8. Discuss importance and use of a time schedule.
	9. Discuss the equipment needed to perform cooking tasks.
--Recipes . Measurements . Terms . Abbreviations . Directions . Interpretation of a recipe	10. Identify cooking terms in recipes using one of the games in Appendix I.
	11. Read and discuss a recipe.
Simple nutritious foods --Types . Prepared from scratch . Convenience --Methods of preparation --Types of service	12. Discuss preparing from scratch vs. using convenience foods.
	13. View teacher demonstration of foods to be prepared.
	14. Participate in comparison laboratory. Appendix J.
	15. Complete plan of work for foods to be prepared in laboratory.
	16. Food preparation laboratories.
--Evaluation of laboratory . Planning . Preparation . Product . Individual work . Team work . Nutrition content	17. Complete and discuss laboratory evaluation sheet. Appendix K.
	18. Laboratory groups compete for "Best All-Around Group." Reward accordingly. See examples in Appendix L.

9. In writing, students will describe the various foods associated with different sections of Louisiana.

Unit Content	Learning Activities
Unique foods --Snacks . Beignets . Pain perdue (French toast)	1. View and discuss bulletin board on Louisiana foods in Appendix M. 2. Listen to resource person speak about Louisiana culture. For example: social studies or history teacher.
--Main dishes . Seafood . Wild game	3. View filmstrips "Gumbo" and "Hot Pepper." 4. Research and define vocabulary words in Appendix N. 5. Brainstorm types of wild game and seafood eaten in Louisiana.
Laboratory experience --Louisiana foods	6. Tasting Party. Bring sample of Louisiana foods and share with class. 7. Plan and prepare a food unique to Louisiana. 8. Compile cookbook of favorite Louisiana recipes.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written assignments by utilizing: correct grammar, spelling, and punctuation; and neat handwriting,

Actively participating in lab planning, preparation, and evaluation, and

Actively participating in class discussions.

EQUIPMENT AND SUPPLIES

Textbook, worksheets, films and filmstrips, bulletin boards, magazines, and transparencies selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Gumbo," Bayou Films, Rt. 3, Box 614, Cut Off, Louisiana 70345.

"Hot Pepper," Flower Films, 10341 San Pablo Avenue, El Cerrito, California 94530.

RESOURCES

Ament, Karen and Florence M. Reiff. Steps in Home Living. 3rd ed. Peoria, Illinois: Bennett Publishing Co., 1984.

Ament, Karen. Steps in Home Living Student Guide. Peoria, Illinois: Bennett Publishing Company, 1984.

Chamberlain, Valerie M., et. al. Teen Guide. New York: McGraw-Hill Inc., 1982.

Dunn, Martha Davis and M. Yvonne Peeler. Living, Learning and Caring. Lexington, Massachusetts: Ginn and Company, 1981.

Foods and Nutrition Curriculum Guide. Bulletin 1595. Baton Rouge, Louisiana: State Department of Education.

Forecast for Home Economics. New York: Scholastic Magazines, Inc., December, 1982.

Kelly, Joan and Eubanks, Eddye. Today's Teen, Revised. Peoria, Illinois: Bennett Publishing Company, 1981.

Largen, Velda L. Guide to Good Food. South Holland, Illinois: The Goodheart-Wilcox Co., Inc., 1984.

McWilliams, Margaret and Holly Hiller. Teacher's Guide and Resource Book-The World of Nutrition. Lexington, Massachusetts: Ginn and Company, 1984.

Robbins, Mary Lee and Jonnie M. Taylor. All Purpose Bulletin Boards. Wilkinsburg, Pennsylvania: Hayes School Publishing Co., Inc., 1968.

Schwartz, Anita K. and Deborah Guth. Keeping Fit. St. Michaels, Maryland: Janus Book Publishers, 1982.

Appendix A

DON'T TURN YOUR

ON GOOD NUTRITION

GO FOR IT!

Appendix B

NUTRITION LANGUAGE

P	B	N	W	S	F	X	O	G	G	S	G	P	N	O	F	T	J	K	Y	W	T	H	D	Q	N	N	I
Q	K	X	F	K	O	S	E	X	G	Y	N	U	N	J	S	D	B	B	X	D	P	V	Z	G	S	O	Y
C	H	V	M	L	H	J	B	K	Z	I	Q	Y	V	R	S	W	G	V	I	X	N	F	Y	X	B	K	M
L	D	Z	I	Q	F	W	M	A	E	X	X	K	D	E	Q	W	J	W	G	S	W	V	A	X	K	D	E
T	F	R	N	F	K	H	U	T	S	U	S	W	A	T	E	R	T	D	B	K	C	O	L	L	O	L	I
O	C	U	E	Y	Q	R	O	N	A	I	E	T	A	K	D	A	Z	V	E	S	Z	Z	I	B	B	G	J
V	M	J	R	P	Q	R	I	R	J	U	C	E	A	S	D	F	M	L	V	K	F	Y	K	U	G	Q	W
N	L	X	A	L	P	M	E	W	A	J	R	F	A	R	E	K	B	P	V	V	V	J	L	E	E	Z	L
D	R	F	L	N	A	O	Q	S	V	R	G	H	I	S	C	U	Q	B	K	Z	K	O	D	E	L	B	E
V	Y	T	S	T	R	F	R	H	O	E	A	S	G	V	L	H	V	R	J	N	S	P	U	J	M	N	T
T	Y	V	I	M	S	U	K	G	W	U	A	S	B	O	E	K	J	J	Y	R	E	D	L	X	V	P	K
W	P	V	L	S	J	Z	E	U	X	F	Q	W	S	R	D	U	Q	S	E	R	U	P	F	P	W	W	F
P	E	A	N	H	G	M	M	A	Z	Q	Q	T	X	E	N	Y	D	T	K	D	I	S	D	C	Q	R	Y
Q	H	G	I	A	Z	S	D	K	X	W	A	A	X	G	K	B	A	B	K	G	K	X	G	A	K	R	K
F	H	F	R	R	V	Q	Q	I	Q	F	P	U	S	T	Z	W	N	J	Y	Z	R	G	N	R	P	D	L
D	C	A	M	X	E	T	M	V	E	W	I	M	O	C	B	T	E	X	O	H	U	J	X	B	F	V	I
S	E	T	E	S	J	V	A	N	M	C	L	W	L	D	O	A	Z	K	O	N	G	W	U	O	T	M	J
Q	U	Q	K	K	L	Q	P	J	J	E	K	I	X	U	T	M	M	I	O	N	V	R	B	H	Q	G	D
D	C	G	O	Q	A	L	K	N	L	V	B	P	D	V	G	F	P	I	E	A	B	G	C	Y	F	N	D
M	O	X	A	U	D	S	Y	E	G	Z	A	W	V	F	X	Z	V	L	N	R	A	Z	T	D	W	C	U
A	J	V	W	R	G	J	U	S	C	F	Y	W	N	P	U	S	W	B	E	O	I	F	V	R	D	N	R
E	G	F	H	H	S	P	M	V	S	J	N	B	W	W	V	U	E	N	F	T	A	U	T	A	W	K	K
R	C	J	C	U	V	B	J	K	N	Y	I	L	T	Y	E	Y	I	I	B	R	E	C	N	T	V	L	H
R	W	E	Q	K	X	C	J	Q	F	C	E	I	N	C	O	M	P	L	E	T	E	J	I	E	A	K	W
L	O	B	I	W	P	X	A	A	H	W	T	O	V	C	N	E	R	F	M	Q	A	E	V	D	S	T	X
C	V	F	M	H	F	V	H	D	T	D	X	N	E	X	S	Q	X	A	Z	T	L	R	G	L	D	X	R
X	N	K	S	S	P	C	N	T	K	B	W	P	M	G	X	D	U	D	N	L	J	P	V	O	L	N	Z
L	C	M	K	P	I	S	E	K	R	C	L	I	S	K	Q	G	A	Q	O	K	O	A	C	U	T	R	B

There Are 14 Words Here - Can You Find Them?

HERE ARE THE WORDS TO LOOK FOR:

AMINO ACID
CARBOHYDRATE
FAT
INCOMPLETE
PROTEIN
SUGAR
WATER
BASIC FIVE
COMPLETE
FAT SOLUBLE
MINERALS
STARCH
VITAMINS
WATER SOLUBLE

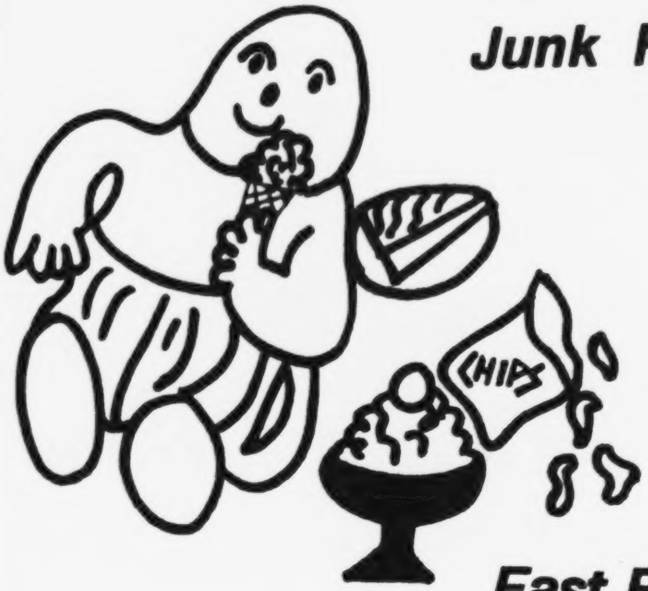
Appendix B
ANSWER KEY
NUTRITION LANGUAGE

```
P B N W S F X O G G S G P N O F T J K Y W T H D Q M N I
Q K X F K O S E X G Y N U N J S D B B X D P V Z G S G Y
C H V M L H J B X Z I Q Y V R S W G V I X N F Y X B K M
L D Z I Q F W N A E X X K D E Q W J W G S W V A X K D F
T F R N F K H U T S U S W A T E R T D B K C O L L O L I
O C U E Y Q R O N A I E T A K D A Z V E S Z Z I B E G J
V M J R P Q R I R J U C E A S D F M L V K F Y K U G Q W
N L X A L P M E W A J R F A R E K B P V V V J L E E Z L
D R F L N A O Q S V R G H I S C U Q B K Z K O D E L B E
V Y T S T R F R H O E A S G V L H V R J N S P U J M N T
T Y V I M S U K G W U A S B O E K J J Y R E D L X V P K
W P V L S J Z E U X F Q W S R D U Q S E R U P F P W W F
P E A N H G M M A Z Q Q T X E N Y D T K D I S D C Q R Y
Q H G I A Z S D K X W A A X G K B A B K G K X G A K R K
F H F R R V Q Q I Q F P U S T Z W N J Y Z R G N R P D L
D C A M X E T M V E W I M O C B T E X O H U J X B F V I
S E T E S J V A N M C L W L D O A Z K O N G W U O T M J
Q U Q K K L Q P J J E K I X U T M M I O N V R B H Q G D
D C G O Q A L K N L V B P D V G F P I E A B G C Y F N D
M O X A U D S Y E G Z A W V F X Z V L N R A Z T D W C U
A J V W R G J U S C F Y W N P U S W B E O I F V R D N R
E G F H H S P M V S J N B W W V U E N F T A U T A W K K
R C J C U V B J K N Y I L T Y E Y I I B R E C M T V L H
R W E Q K X C J Q F C E I N C O M P L E T E J I E A K W
L O B I W P X A A H W T O V C N E R F M Q A E V D S T X
C V F M H F V H D T D X N E X S Q X A Z T L R G L D X R
X N K S S P C N T K B W P M G X D U D N L J P V O L N Z
L C M K P I S E K R C L I S K Q G A Q O K O A C U T R B
```

Appendix C

ARE YOU A

Junk Food Junky



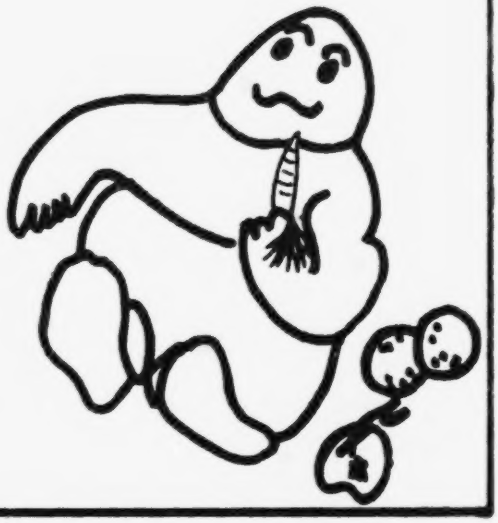
OR A

Fast Food Flunky?

SWITCH......

TO THE

NUTRITION TRADITION!!



Appendix D

AM I PHYSICALLY FIT?

Directions:

Circle the letter of the phrase in each pair that best describes you.

I:

A. am strong enough to lift and carry most things.
B. sometimes have trouble lifting and carrying heavy objects.

A. am in good health.
B. get sick often.

A. am very energetic.
B. get tired quickly.

A. am just the right weight.
B. need to lose or gain a few pounds.

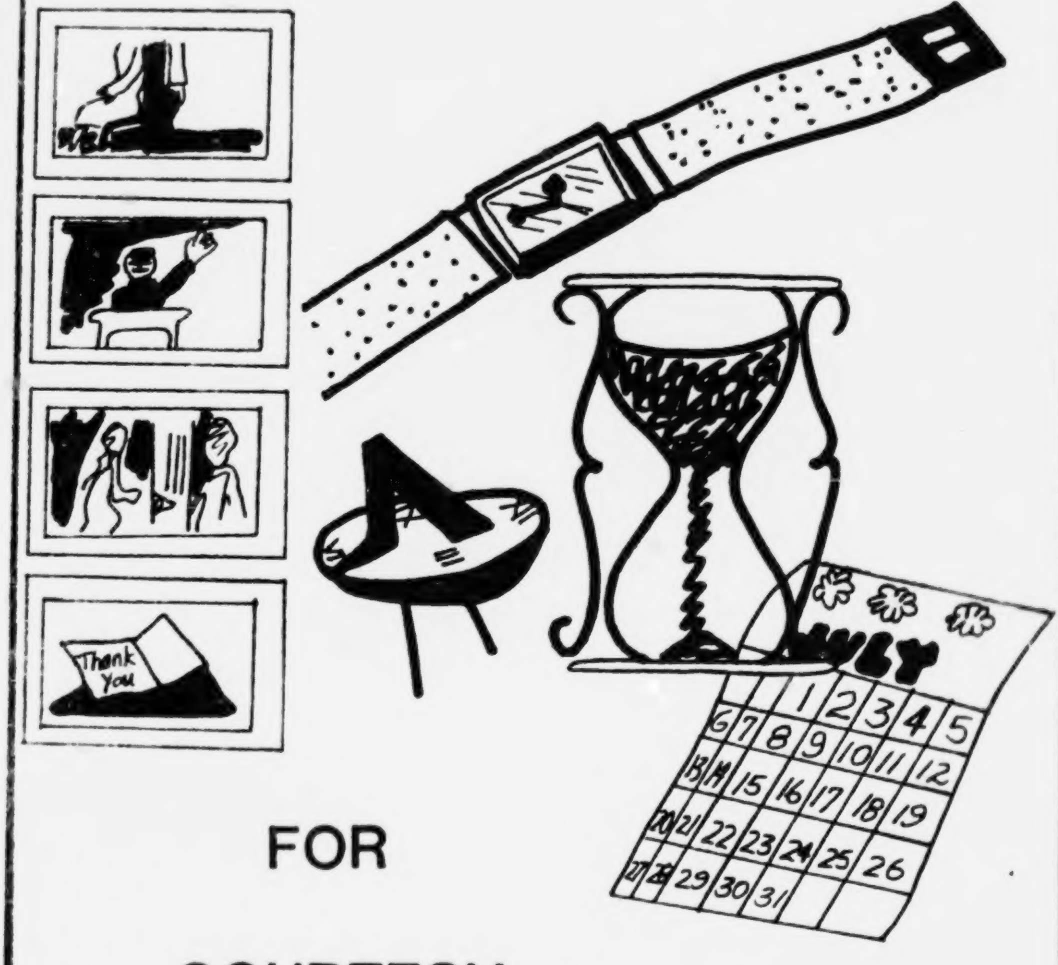
A. am able to jog or play tennis without getting out of breath.
B. am usually out of breath after jogging or playing tennis.

A. am able to bend or stretch with little trouble.
B. usually ache when bending or stretching.

How many A's did you circle? If you circled all six, you are physically fit. If you circled at least three, you are of average fitness. Write a paragraph about your physical fitness. Do you think you are in shape? What can you do to improve?

Appendix E

THERE IS ALWAYS



FOR

COURTESY

Appendix F

TELEPHONE MANNERS

Directions:

Read the telephone manners listed below and practice them whenever talking on the telephone.

1. When you call someone, identify yourself first.

2. Answer the phone with a clear, pleasant voice. Identify the household, yourself, or both.

3. If a call is for you, talk politely, pleasantly, and for a reasonable length of time.

4. If a call is for a member of your family who is home, politely tell the caller you will get him or her.

5. If a call is for a member of your family who is not home, ask who is calling. If it is someone you know, tell the caller that the person is not home and offer to take a message.

6. If a stranger calls for a member of your family who is not home, don't offer any information about your family. Just say, "He (or she) can't come to the phone right now. May I take a message?"

7. End a conversation with a pleasant good-bye.

Read the telephone conversations below, and fill in your part.

1. *Rrrring.*

   You: ____

   Caller (strange voice): Hello, are your parents there?
   (Your father and mother are out for the evening.)

   You: ____

   Caller: Well, where are your parents? When will they be home?

   You: ____

2. *Rrrring.*

   You: ______________________________

   Caller: Hi! Is Cindy there?
   (You recognize the caller's voice. Cindy is at her piano lesson. You expect her home in 15 minutes.)

   You: ______________________________

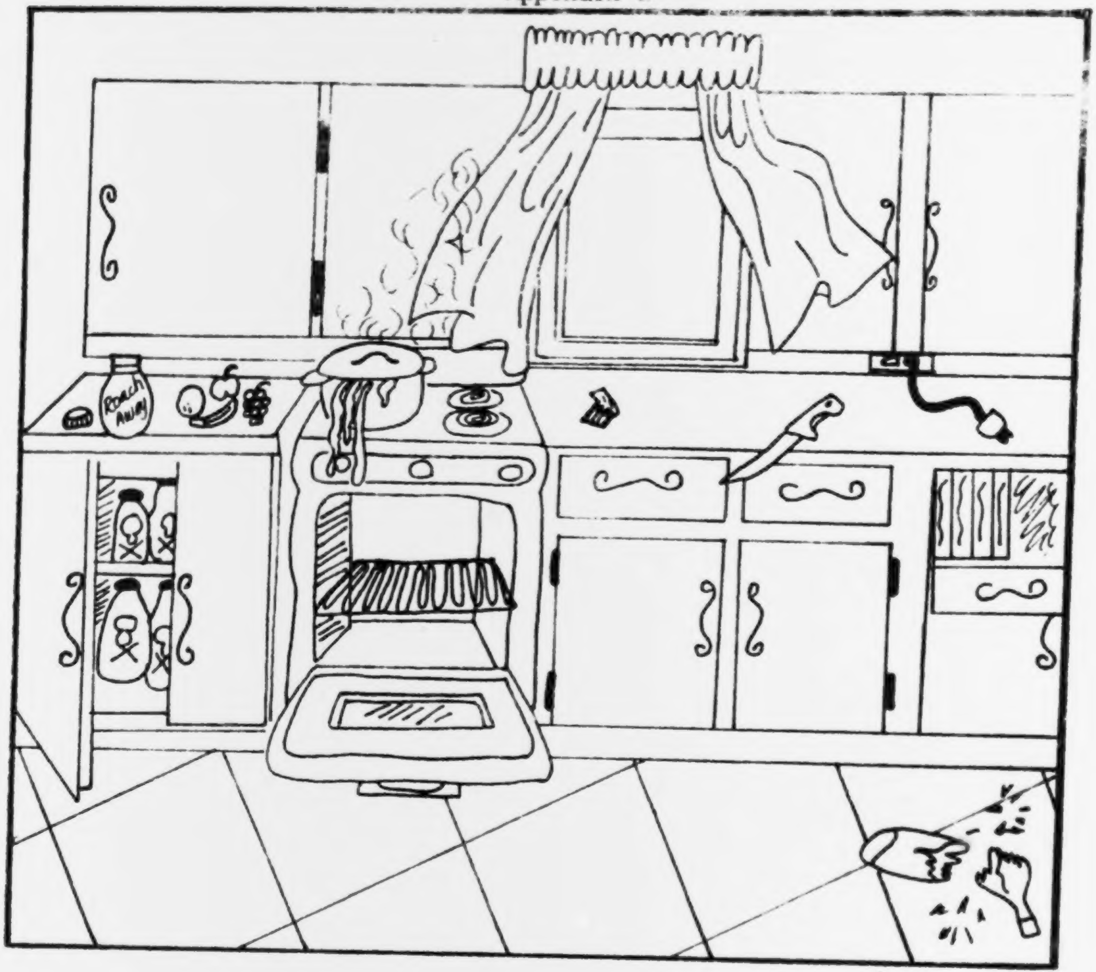
3. *Rrrring.*

   You: ______________________________

   Caller: Hello. This is Mr. Smith. Is your father home?
   (Your father is in the next room.)

   You: ______________________________

Appendix G



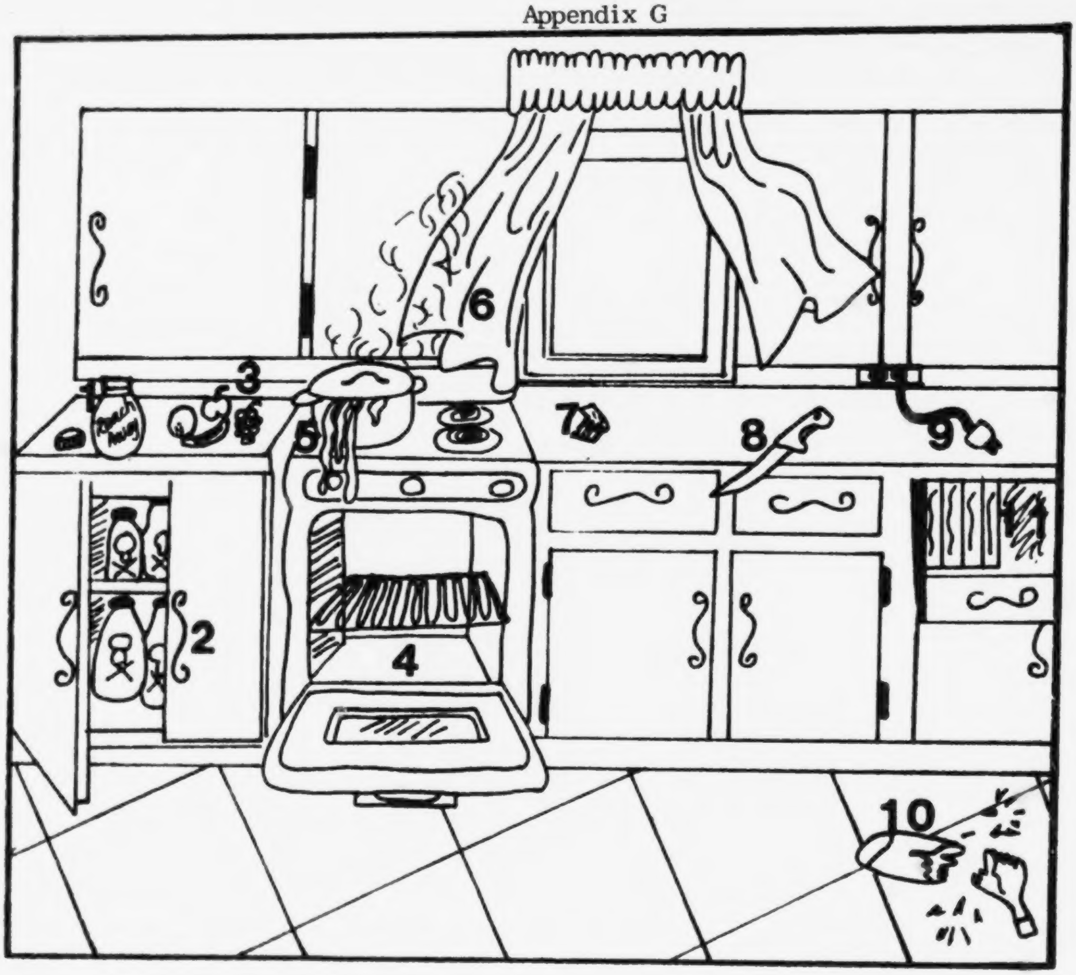
SAFETY HAZARDS

Directions:

On the lines provided below, list ten safety hazards in this kitchen.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Appendix G



ANSWER KEY

1. Roach Away left open
2. Poison cabinet
3. Fruit near poison
4. Oven door open
5. Food boiling over
6. Curtain over range
7. Matches near range
8. Sharp knife
9. Electrical cord
10. Broken bottle
11. Open drawer

Appendix H

HAZARD HUNT

Directions:

Conduct a "Hazard Hunt" to point out unsafe practices that have been planted in a "roped off" kitchen using items such as these:

. paper or pot holder near a burner;

. pot handle turned toward the front of a range;

. coffee pot cord across a burner, walk-way, or sink of water;

. unlabeled bottles containing poisonous cleansers under the sink;

. metal spoon left in cooking pot;

. water or food spilled on floor;

. several electrical appliances plugged into one outlet;

. cleaning fluid on cabinet near range;

. cabinet door left open.

Appendix I

Game #1

Directions:

Put cooking terms on left side of index card with the definition on the right-hand side. Cut the card in half jig-saw fashion so that definition and cooking terms are separate. Give each student a puzzle piece as he enters class. Find in text the other part of his puzzle. Then, find the person who has the matching term. Allow students to read the cooking term and definition.

Game #2

Directions:

Prepare a deck of playing cards. Half of cards will contain cooking terms, half definitions. Shuffle and spread face down. The first player turns over two cards. If the cards match, he turns over two more. If the cards do not match, he turns them over in the same place. The next player tries, and so on. The person with the most pairs wins. (Variation) Prepare an additional card "You Are No Cook." Shuffle and deal all cards. Discard matches. The player to the left of the dealer draws from the player to his left, again discarding matches. Continue around the circle. The first person out of cards wins. The person left holding "You Are No Cook" is the loser.

Appendix J

COMPARISON LAB

Each laboratory group will prepare and/or serve one type of the same item. All class members will sample and evaluate items prepared by each laboratory group.

Examples of foods to be prepared:

1) Biscuits
   - a. prepared from scratch
   - b. prepared using a mix
   - c. canned
   - d. ready-to-bake

2) Cake
   - a. prepared from scratch
   - b. use of a mix
   - c. prepared frozen
   - d. purchased in delicatessen

3) Fruit
   - a. fresh
   - b. frozen
   - c. canned
   - d. dried

4) Pizza
   - a. frozen
   - b. boxed
   - c. prepared from scratch
   - d. prepared using biscuit dough and ready prepared sauce

EVALUATION:

FOOD	COST PER SERVING	FLAVOR	APPEARANCE

Appendix K

LABORATORY EVALUATION

Directions:

After completing laboratory experience, answer the following questions.

1. What was your duty?

2. How well did you perform your duty? Explain.

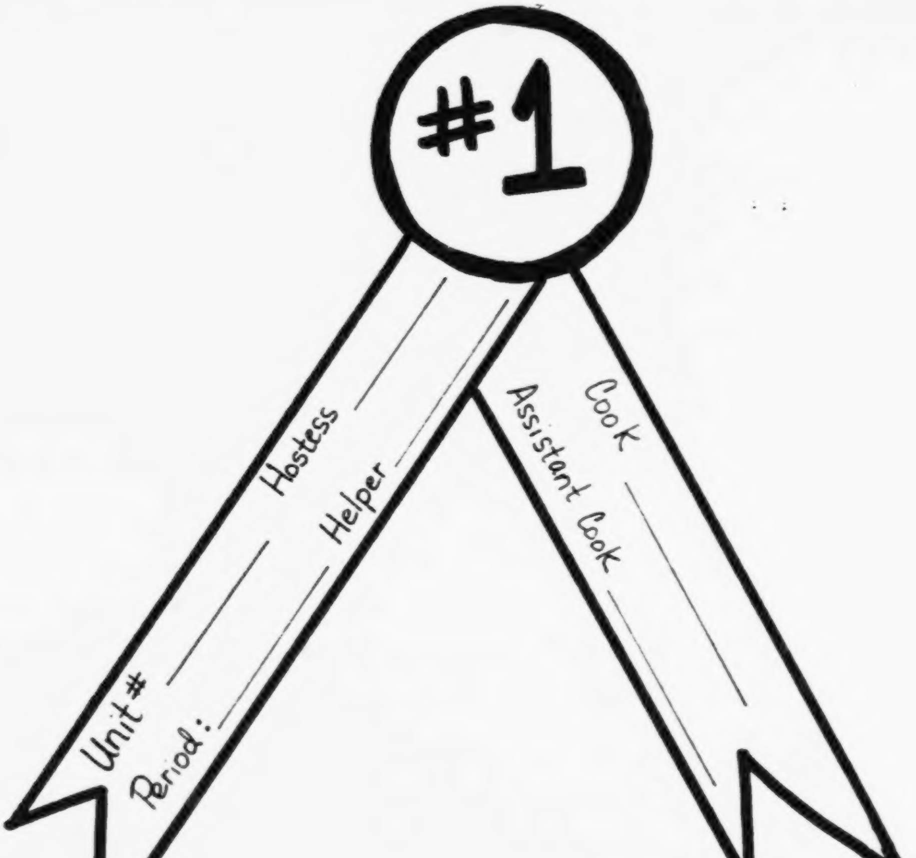
3. Did your group work well together? Explain.

4. Was food prepared according to correct methods? Explain.

5. Evaluate food products. *1 = Excellent* *2 = Very Good* *3 = Good* *4 = Fair* *5 = Poor*

Name of Food	Flavor	Texture	Color

Dynamite
Kitchen


#1
Hostess
Helper
Unit #
Period:
Cook
Assistant Cook

TALK ABOUT GOOD!!

Mirliton

Cafe-au-lait

Grits

Etouffee'

Meat pies

Pain perdu

Cornbread dressing

YA'LL COME BACK NOW!!

*NOTE: Pictures of Louisiana foods can also be used.

Appendix M

Appendix N

VOCABULARY:

A la Creole
A la Poulette
Andouille
Au Gratin
Barbecue
Beignet
Biscuit
Bisque
Boucherie
Boudin
Bouillabaisse
Boulettes
Cafe
Cafe-au-lait
Canape
Chicory
Chitterling
Cochon de lait
Cornbread
Court-bouillon
Couche-Couche
Cracklins
Crawfish
Cuisine
Culinary
Des Platines
Des Tripe
Dirty Rice
Dressing
Dumpling
Etouffee
File'
Fish Courtbouillon
Fricassee
Fried Pies
Fritters
Fromage
Giblets
Goulash
Gourmet
Gratons
Gravy
Grits
Gumbo
Herbs
Hoe Cake
Hoghead Cheese
Hominy
Hush Puppies
Jambalaya
Jam
King Cake
Lagniappe
Lost Bread (Pain Perdu)
Marinade
Marinate
Meat Pies
Milk Gravy (Sawmill Gravy)
Mirliton (Vegetable pear)
Okra
Pasta
Piquante
Pralines
Preserves
Pull Candy
Re-Au-Lait (Rice Custard)
Red Beans and Rice
Red Boudin
Remoulade
Restaurant
Roux
Sauce
Saucisse
Sauerkraut
Saute'
Souffle'
Sour Dough
Sweet Dough
Tabasco
Yam

UNIT TEST

FOODS AND NUTRITION

PART I: MATCHING

Directions: In the blanks provided, write the letter of the definition from Column B which best describes the term in Column A.

		COLUMN A		COLUMN B
_____	1.	Meat Group	A.	Calcium & phosphorus
_____	2.	Protein	B.	Dairy foods
_____	3.	Fats	C.	Animal & vegetable
_____	4.	Bread & Cereal Group	D.	Transports all nutrients
_____	5.	Carbohydrates	E.	Grains
_____	6.	Minerals	F.	Beef, chicken, fish
_____	7.	Fruit and Vegetables	G.	A, B, C, D, E, K
_____	8.	Water	H.	Starches & sugars
_____	9.	Milk and Milk Products	I.	Complete & incomplete
_____	10.	Vitamins	J.	Add variety, high in vitamins & minerals

PART II: SHORT COMPLETION

Directions: In the space provided, write the term(s) that best complete each statement.

_________________________ 1. Substances in food which are necessary for health and growth.

_________________________ 2. A set of instructions for making something from various ingredients.

_________________________ 3. A statement of jobs to be done and who is to do them.

_________________________ 4. Unit used to measure energy value of food.

_________________________ 5. To combine ingredients.

PART III: TRUE-FALSE

Directions: In the blank provided to the left of each statement write "T" if the statement is TRUE, write "F" if the statement is FALSE.

_____ 1. A centerpiece should be two feet tall.

_____ 2. A centerpiece does not always go in the center of the table.

_____ 3. A focal point is the beginning of the centerpiece.

_____ 4. Silk flowers are an excellent substitute for fresh ones.

_____ 5. Pain Per Dieu and "lost bread" are the same.

_____ 6. Pain Per Dieu is made from stale or day old bread dipped in milk, eggs, sugar, and flour and fried.

_____ 7. Beignets is a French doughnut native to Louisiana.

_____ 8. Wild game must always be marinated (soaked) overnight to remove the strong wild taste.

_____ 9. Louisiana is world famous for its shrimp, crab, oyster, and fish industries.

_____ 10. Crawfish etouffee is a popular dish made from peeled crawfish tails, butter and seasonings "smothered" or sauteed a short while then served over steamed rice.

PART IV: MULTIPLE CHOICE

Directions: Write the letter of the correct answer in the blank provided.

Tell where the following pieces of tableware should correctly be placed in relation to the dinner plate.

_____ 1. knife A) right B) left C) top

_____ 2. dinner fork A) right B) left C) top left corner

_____ 3. teaspoon A) right B) left C) top right corner

_____ 4. salad fork A) right B) left of dinner fork C) top right corner

_____ 5. napkin A) center of plate B) right C) left

_____ 6. glass A) left top corner B) right top corner

_____ 7. cup and saucer A) top center B) right top corner or side

_____ 8. soup or cereal bowl A) left B) right C) center of underliner

_____ 9. salad plate or bowl A) top center B) top left or side left

_____ 10. dessert dish A) right B) top center C) left

PART V: COMPLETION
Directions: Answer the following.

1. List food groups in the Basic Five and give the recommended servings for your age.

2. Draw a place setting using a dinner plate, knife, spoon, dinner fork, salad fork, glass, and napkin.

UNIT TEST - ANSWER KEY

FOODS AND NUTRITION

PART I: MATCHING

1. F
2. I
3. C
4. E
5. H
6. A
7. J
8. D
9. B
10. G

PART II: SHORT COMPLETION

1. nutrients
2. recipe
3. plan of work
4. calorie
5. mix

PART III: TRUE-FALSE

1. F
2. T
3. T
4. T
5. T
6. T
7. T
8. F
9. T
10. T

PART IV: MULTIPLE CHOICE

1. A
2. A
3. A
4. B
5. A & C
6. B
7. B
8. C
9. B
10. B

PART V. COMPLETION

1. Bread - Cereal Group - 4 or more servings per day

   Fruits - Vegetable Group - 4 or more servings per day

   Milk Group - 4 or more servings per day

   Meat Group - 2 or more servings per day

   Other - depends on the individual

2.

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT VII: FUTURE HOMEMAKERS OF AMERICA

SUGGESTED TIME: 1-2 WEEKS

UNIT SEVEN

FHA

INTRODUCTION

The Future Homemakers of America organization promotes the development of leadership qualities in youth. As an integral part of the home economics curriculum, membership is open to all students enrolled in home economics. This unit in Future Homemakers of America teaches junior high students the basics of the program and encourages student participation in activities.

COMPETENCIES

1. Develop an awareness of the history and purposes of the FHA organization.
2. Identify eligibility and dues requirements.
3. Recognize the order of a business meeting.
4. Know FHA traditions.
5. Develop an awareness of STAR Event activities.
6. Develop an awareness of the FHA organization at various levels.
7. Describe duties and responsibilities of each officer.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Be familiar with the history, purposes, and traditions of the FHA organization.
2. Understand the order of an FHA business meeting.
3. Be aware of STAR Events and activities conducted in FHA programs.
4. Become aware of the duties of FHA officers.
5. Be familiar with basic parliamentary procedure.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through class discussion, students will become familiar with the history and purposes of Future Homemakers of America.
2. On a written test, students will identify eligibility requirements and dues for membership in the FHA organization.
3. On a written test, students will identify the FHA traditions.
4. In a mock meeting, students will demonstrate knowledge of parliamentary procedure.
5. Through class discussion, students will become familiar with the STAR Event activities.
6. Through class discussion, students will become familiar with FHA activities at all levels.
7. On a written test, students will identify each FHA office and the responsibilities of each.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of Future Homemakers of America. Use the materials in the appendix to enhance the presentation of subject matter in the classroom. Invite former/present students, officers, or members to share their personal FHA experiences. The Louisiana FHA Adviser's Handbook and the Youth Centered Leadership Handbook should be used as supplementary guides.

SUGGESTED INTEREST APPROACHES

1. Plan and carry out a mock FHA meeting.
2. View FHA bulletin board.
3. Invite established or former FHA members/officers to speak to students.
4. Participate in FHA Bingo game.
5. Use FHA computer program.

UNIT OUTLINE

FUTURE HOMEMAKERS of AMERICA

I. Future Homemakers of America

   A. General description
   B. History
   C. Membership
   D. Types of chapters
   E. Eligibility
   F. Types of membership
   G. Dues

II. Traditions

   A. Motto
   B. Creed
   C. FHA symbols

III. Order of a meeting

IV. STAR Events

V. Activities

   A. Meetings
   B. Fund raisers
   C. Service projects
   D. FHA/HERO
   E. Others

VI. Leadership roles

   A. Officers
      1. Duties
      2. Responsibilities

BASIC SKILLS CONCEPTS
FUTURE HOMEMAKERS OF AMERICA

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 General description	Reading Writing	1. Participate in class activity "Instant Ideas".
History	Reading	3. Discuss study sheet on FHA Historical Highlights.
	Reading	4. View flip-chart presentation or transparency presentation dealing with FHA.
	Reading	5. View and discuss transparency on "Levels of Organization."
Objective 2 Membership	Reading	1. View transparency on "Membership" and "Dues."
Objective 3 FHA traditions	Reading	2. View visuals of FHA symbols.
	Reading	3. Play FHA Bingo.
Objective 4 Simple parliamentary procedure	Reading	3. View transparency listing order of the meeting.
Objective 5 STAR Events	Reading	1. View bulletin board.
	Reading	3. View visuals on STAR Events rules and regulations.
Objective 6 Activities	Reading	1. View bulletin board "Get on the Right Track with FHA/HERO."

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 7 FHA officers	Reading	3. View and discuss transparency/poster "Characteristics of Leaders."
	Reading	4. View and discuss transparency/poster on "Qualities of Leadership."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through class discussion students will become familiar with the history and purposes of Future Homemakers of America.

Unit Content	Learning Activities
General description History --Date founded --Purposes of organization --Levels of organization	1. Participate in class activity "Instant Ideas" in Appendix A. 2. Run computer program "FHA Facts." 3. Discuss study sheet on FHA Historical Highlights (see Louisiana Adviser's Handbook Future Homemakers of America). 4. View flip-chart presentation or transparency presentation dealing with FHA. 5. View and discuss transparency on "Levels of Organization" in Appendix B.

2. On a written test, students will be able to identify eligibility requirements and dues for membership in the FHA organization.

Unit Content	Learning Activities
Membership --Size of membership --Types of chapters . FHA . HERO . FHA/HERO --Eligibility --Active membership	1. View transparency on "Membership" and "Dues" in Appendix C. 2. Participate in discussion on eligibility and dues.

Dues
- --Local
- --State
- --National

---

3. On a written test, students will identify the FHA traditions.

Unit Content

FHA traditions
- --Motto
- --Creed
- --FHA symbols
  - . Emblem
  - . Flower
  - . Colors
  - . Prayer song
  - . *Teen Times*

Learning Activities

1. Review FHA study sheet orally.
2. View visuals of FHA symbols.
3. Play FHA Bingo in Appendix D.

---

4. In a mock meeting, students will demonstrate knowledge of parliamentary procedure.

Unit Content

Simple parliamentary procedures
- --Order of a meeting
  - . Call to order
  - . Opening ceremony
  - . Roll call
  - . Minutes
  - . Treasurer's report
  - . Committee reports
  - . Old business
  - . New business
  - . Announcements
  - . Closing ceremony

Learning Activities

1. Discuss correct parliamentary procedures.
2. Participate in a mock meeting.
3. View transparency listing order of the meeting in Appendix E.
4. Practice opening and closing ceremony.

---

5. Through class discussion, students will become familiar with the STAR Event activities.

Unit Content	Learning Activities
STAR Events --Types . Student Body - A Nutrition Project . Beef Education Project . Job Application and Interview . Golden Yam Contest . Families and Futures . "Louisiana Council of Farm Cooperatives" Essay . State FHA/HERO Scrapbook Contest .Energy Education Project .FHA/HERO Fact and Parliamentary Procedure Test	1. View bulletin board (see ideas in Appendix F and G). 2. Listen to former STAR Events participants as they tell their experiences. 3. View visuals (transparencies, flip chart, posters, etc.) on STAR Events rules and regulations.

---

6. Through class discussion, students will become familiar with FHA activities at all levels.

Unit Content	Learning Activities
Activities --Meetings . Local . Parish . District . State	1. View bulletin board "Get on the Right Track With FHA/HERO" in Appendix H. 2. View slides, poster with pictures or other visuals that show chapter activities done in previous years (scrapbooks, etc.). 3. Listen to descriptions about activities at meetings of the district, parish, and state levels.
--Fundraisers --Service projects --FHA/HERO Week --Others	4. Brainstorm for possible fundraiser activities. 5. Become familiar with various kinds of fundraisers, service projects and FHA Week activities by listening to general description.

7. On a written test, students will identify each FHA office and the responsibilities of each.

Unit Content

FHA officers
- --President
- --Vice president
- --Secretary
- --Treasurer
- --Reporter
- --Parliamentarian
- --Historian
- --Songleader

Duties and responsibilities

Learning Activities

1. View visuals with duties of each office, for example: posters, transparencies, bulletin board, etc.
2. Participate in "A Good Officer" activity in Appendix I.
3. View and discuss transparency/ poster, etc. "Characteristics of Leaders" in Appendix J.
4. View and discuss transparency/ poster, etc. "Qualities of Leadership" in Appendix K.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy and

Actively participating in class discussions and activities.

EQUIPMENT AND SUPPLIES

Bulletin boards, transparencies, flip-chart, poster, computer programs, and various activities selected by the teacher.

SUPPLEMENTARY MATERIALS

Computer Programs

Wiltse, Clo and Pam [illegible]. FHA Facts. Wolf Point, Montana: Clo's Line Software, Inc., 1984.

Publications

Bourgeois-Hedman, Jeanine. Techniques. Reston, Virginia: Future Homemakers of America, 1979.

FHA/HERO Bulletin Board Ideas. Thibodaux, Louisiana: Nicholls State University, 1980.

Louisiana Adviser's Handbook Future Homemakers of America. Baton Rouge, Louisiana: Louisiana Department of Education.

RESOURCES

Home Economics I Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1977.

Louisiana Adviser's Handbook Future Homemakers of America. Baton Rouge, Louisiana: Louisiana Department of Education.

Youth Centered Leadership. Future Homemakers of America, 1910 Association Drive, Reston, Virginia 22091, 1982.

Appendix A

INSTANT IDEAS

Directions:

Students are to write the first word that comes to mind when the following words are called out:

1. Fun
2. Future
3. Recess
4. Bird
5. Color
6. Leader
7. Home
8. America
9. Friend
10. Exercise
11. Homemakers
12. Car

Ask students to share the words they have associated with "future," "homemakers," and "America." Discuss the image of FHA, its goal and purposes.

LEVELS OF ORGANIZATION

NATIONAL

NATIONAL BOARD OF DIRECTORS	NATIONAL EXECUTIVE COUNCIL NATIONAL OFFICERS FHA AND HERO REPRESENTATIVES	NATIONAL HEADQUARTERS STAFF

STATE

STATE ADVISORY BOARD	STATE EXECUTIVE COUNCIL STATE OFFICERS	STATE ADVISER--HOME ECONOMICS FHA EXECUTIVE DIRECTOR HOME ECONOMICS EDUCATION STAFF OFFICE OF VOCATIONAL EDUCATION

DISTRICT

UNIVERSITY COORDINATOR	DISTRICT EXECUTIVE COUNCIL DISTRICT OFFICERS	DISTRICT OFFICERS ADVISERS HOME ECONOMICS FACULTY STATE UNIVERSITIES

LOCAL

CHAPTER ADVISORY BOARD CHAPTER PARENTS	CHAPTER EXECUTIVE COUNCIL CHAPTER OFFICERS	CHAPTER ADVISER

Appendix C

MEMBERSHIP

Future Homemakers of America has a national membership of 400,000 young men and women in 12,500 chapters located in 50 states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico.

FHA chapters emphasize consumer homemaking education. HERO chapters emphasize preparation for jobs and careers in home economics related occupations, such as child care, food service, clothing alteration, etc. FHA/HERO chapters combine FHA and HERO chapters.

Who is eligible for membership in FHA/HERO?

1. Any student taking a course in home economics or related occupations.
2. Any student who has taken a course in home economics or related occupations.

Any student who is or has been enrolled in home economics or related occupations for one semester can be an active member. Affiliated (paying) members can hold office, make motions, attend district and state meetings and vote. They may also wear the official FHA pin with the official guard. Non-affiliated (nonpaying) members are limited to participation in classroom activities.

Membership dues are collected to help finance FHA activities. Dues are:

Local - $
State - $
National - $

Appendix D

FHA BINGO GAME

Directions: *Write any 24 of the following words in any order on your bingo card.*

American Home Eco. Assoc.
Teen Times
Red and white
U.S. Dept. of Education
Rose
True
False
Creed
Motto
Family

Grow
Planning process
1945
FHA
Reston, Virginia
Role
Active
False
Brainstorm
Inactive

Leadership
Peer
Friendships
Dr. Rosalie Bivin
Mrs. Patricia Merrick
HERO
8
True

B	I	N	G	O
		FREE		

FHA BINGO

After all the cards are ready, read aloud one question at a time. Discuss the answer as a group; if the student has that answer written in one of his/her squares, it can be marked off. When a person has five in a row, he/she stands up and shouts "FHA." Keep playing until all the questions have been asked.

Develop other questions and add to the list of answers.

1. FHA permits members to develop qualities of ---. (leadership)
2. The official magazine of the organization is ---. (Teen Times)
3. A student must be taking or have taken a course in home economics or related occupations to qualify for membership in Future Homemakers of America. (True)
4. Boys who want to join Future Homemakers of America will join HERO chapters and the girls join FHA. (False)
5. The Planning Process allows students to pursue issues and concerns of relevance to them. (True)
6. The Section Chief of Home Economics in Louisiana is ---. (Dr. Rosalie Bivin)
7. "Toward New Horizons" is the --- of Future Homemakers of America. (Motto)
8. The focus of Home Economics is on ---. (Family)
9. Encounter was developed to help members --- individually. (grow)
10. Participation in FHA activities allows the member to make new ---. (Friendships)
11. Future Homemakers of America was organized in ---. (1945)
12. What is the name of the process that involves every member in planning and carrying out a project? (The Planning Process)
13. The Executive Director for FHA in the State of Louisiana is ---. (Mrs. Patricia Merrick)
14. The S.A.D.D. Project is a good example of --- education. (peer)
15. A unique feature of Future Homemakers of America is that it is an integral part of the home economcis curriculum that operates through the school system and in the classroom. (True)

16. --- chapters place major emphasis on preparation for jobs and careers. (HERO)

17. The role of the adviser in using The Planning Process is to make certain that the steps are followed in sequence in order to stay on the right track. (False)

18. An important part of The Power of One is that measurement must be by the individual about his/her accomplishments. (True)

19. --- chapters place major emphasis on consumer education, homemaking, and family life education. (FHA)

20. The sentence "We face the future with warm courage and high hope." comes from the FHA ---. (Creed)

21. To strengthen the function of the family as a basic unit of society is one of the purposes of FHA. (True)

22. The number of purposes of the FHA organization. (Eight)

23. National sponsors of Future Homemakers of America are --- and ---. (American Home Economics Association and U.S. Dept. of Education)

24. The national headquarters of Future Homemakers is in ---. (Reston, Virginia)

25. The Planning Process provides a detailed program of work for all chapters to follow. (False)

26. Two types of members in FHA chapters are --- and ---. (active, inactive)

27. The goal of Future Homemakers is to help youth assume their --- in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. (Role)

28. FHA/HERO Week is celebrated during National Vocational Education Week in February. (True)

29. The first step in The Planning Process is ---. (Brainstorm)

30. FHA colors are --- and ---. (Red and White)

31. The chief advantage of integrating FHA into the classroom is that it strengthens the total program. (True)

32. The FHA flower is the ---. (Rose)

Appendix E

ORDER OF A MEETING

1. Call to order
2. Opening ceremony

    President: Gives a rap of the gavel as a signal to stand, and says, "We are the Future Homemakers of America. Our goal is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement."

    Officers: Our activities focus on individual growth, preparation for family life, development of occupational skills and careers and participation of youth in today's society.

    Members: As we work toward the accomplishment of our goals, we learn cooperation, take responsibility, develop leadership and give service.

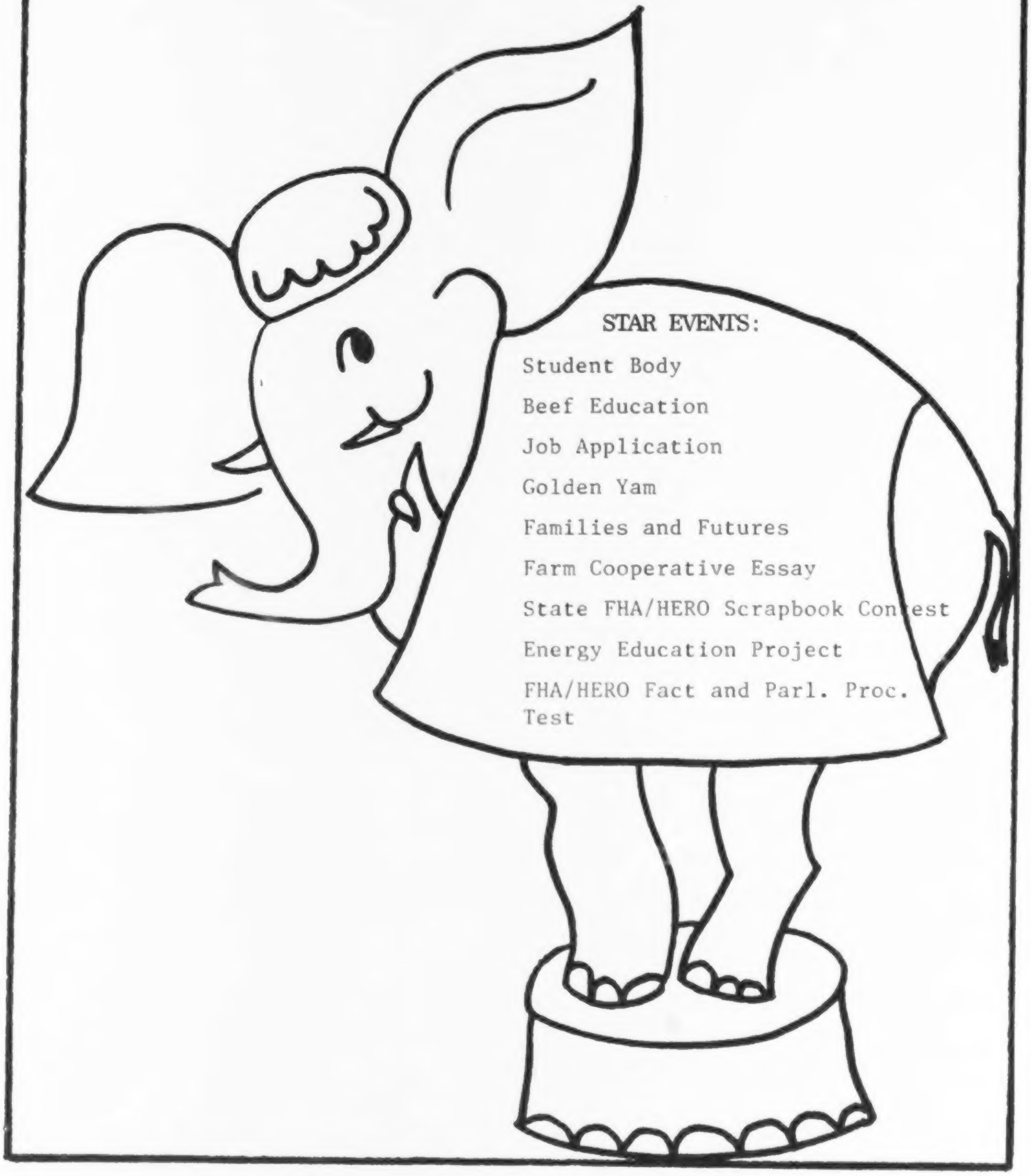
    President: The meeting of the ___ chapter of the Future Homemakers of America is now in session. You may be seated.

3. Roll call
4. Minutes
5. Treasurer's report
6. Committee chairmen reports
7. Old business
8. New business
9. Announcements
10. Closing ceremony

    President: Future Homemakers of America, we are challenged to accept the responsibility of making today's decisions that affect tomorrow's world. Let us repeat our creed:

Appendix F

NOW IN THE CENTER RING....

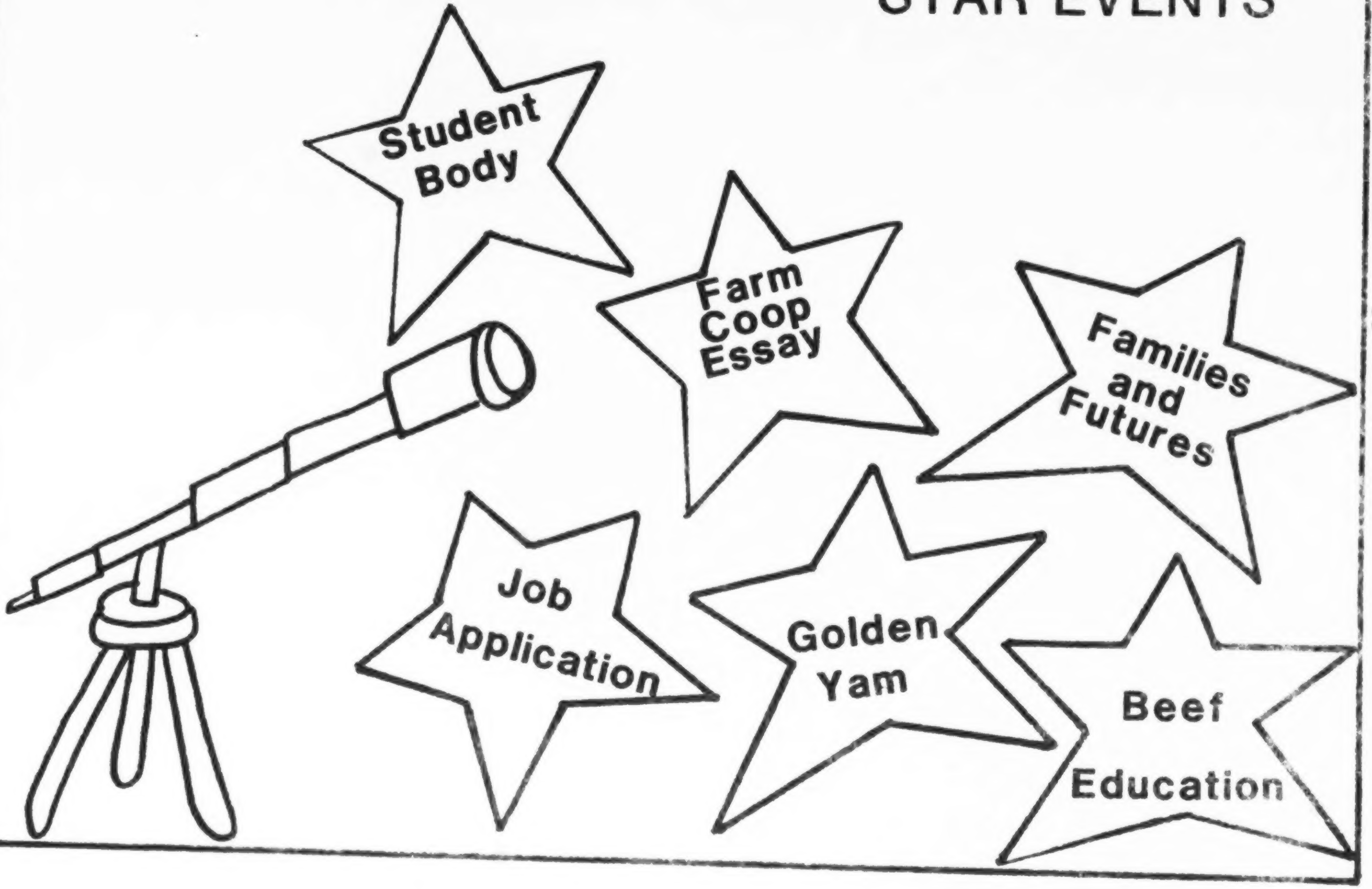


STAR EVENTS:

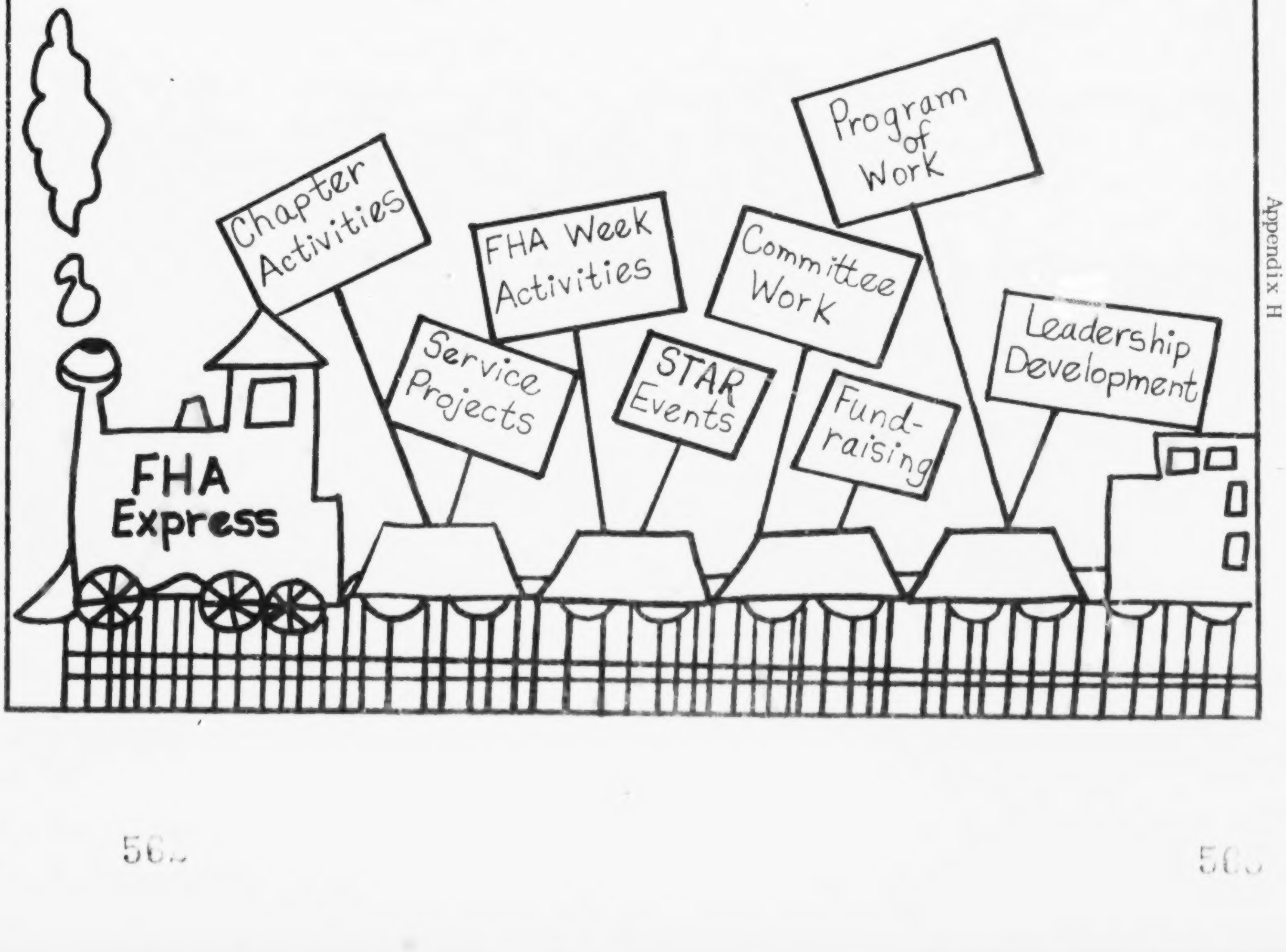
- Student Body
- Beef Education
- Job Application
- Golden Yam
- Families and Futures
- Farm Cooperative Essay
- State FHA/HERO Scrapbook Contest
- Energy Education Project
- FHA/HERO Fact and Parl. Proc. Test

LOOK AT THE NEW

STAR EVENTS



GET ON THE RIGHT TRACK
WITH *FHA*



Appendix H

Appendix I

A GOOD OFFICER

Directions:

Divide students into teams of three to five. Give each team a large sheet of paper. Students are to write on one side of the paper: A Good Officer is ____. Each team will brainstorm to get responses to the statement. The responses should be written on the large sheet of paper. Afterwards, each team will share its ideas with the class. The paper sheets can be posted on the walls.

Appendix J

A LEADER.......

SPEAKS CLEARLY

STAYS ALERT

SHARES RESPONSIBILITIES

WORKS WITH OTHERS

SERVES THE ORGANIZATION

IS--

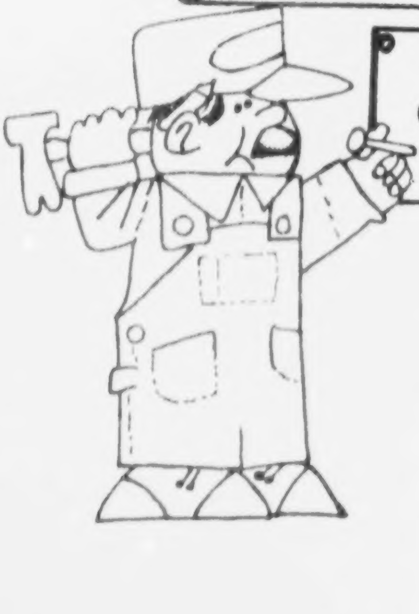
PATIENT

SENSITIVE

DEMOCRATIC

ORGANIZED

FAIR



Appendix K

QUALITIES OF LEADERSHIP

LEADERSHIP

Leadership is the ability of a well-adjusted person to handle people, to motivate or guide the actions of others, to make decisions, and to move a group to action.

QUALITIES OF LEADERSHIP

A good leader must have certain qualities. These qualities can be developed by the average person if he/she works at them sensibly. These qualities are highly desirable in everyday life.

A leader:

- .is willing to accept responsibility and to do his/her share of the work.
- .is able to communicate clearly.
- .respects the rights and worthiness of others.
- .is able to work and get along with people in a friendly and peaceful way.
  - praises where praise is due
  - has sensitivity to the moods of the group
- .is well informed about matters concerning the group and makes a decision only after obtaining and studying appropriate information.
- .is cheerful and enthusiastic, believes that group action can overcome barriers and solve problems, and works within the group with satisfaction and enjoyment.
- .is open-minded.
  - does not claim to have all of the answers
  - seeks the opinions of the group
- .guides the group discussion by knowledge and through careful planning.
- .is self-confident and trusts fellow group members.

UNIT TEST

FUTURE HOMEMAKERS OF AMERICA

PART I: TRUE-FALSE

Directions: Write "True" in the blank preceding each true statement and "False" in the blank preceding each false statement.

__________ 1. Mrs. Patricia Merrick is the Executive Director for FHA in Louisiana.

__________ 2. The FHA motto can be found inscribed on the FHA emblem.

__________ 3. The FHA flower is a pink rose.

__________ 4. The central focus of FHA is on the family.

__________ 5. Dr. Bivin is the Section Chief of Home Economics in Louisiana.

__________ 6. FHA/HERO week is celebrated in February during National Vocational Education Week.

__________ 7. National headquarters for FHA is in Reston, Virginia.

__________ 8. FHA activities should never take place during regular home economics class time.

__________ 9. FHA stands for Future Homemakers of America.

__________ 10. HERO stands for Home Economics Related Occasions.

PART II: MATCHING (Group I)

Directions: Match each item in Column I with a correct response in Column II. Put the letter of the correct response in the blank preceding the words in Column I.

COLUMN I	COLUMN II
_____ FHA purposes	A. Blue and white
_____ STAR Events	B. Pay dues, can hold an office, make motions, vote, and attend district and state meetings
_____ FHA colors	C. Date FHA was founded
_____ The Planning Process	D. Red and white
_____ Active members	E. Define its reason for being
_____ June 11, 1945	F. Used to determine group action in a chapter or class or to plan individual projects
	G. Students Taking Action with Recognition

MATCHING (Group 2)

Directions: Match each item in Column I with a correct response in Column II. Put the letter of the correct response in the blank preceding the words in Column I.

COLUMN I

_____ 1. Vice-President

_____ 2. Secretary

_____ 3. President

_____ 4. Historian

_____ 5. Parliamentarian

_____ 6. Reporter

_____ 7. Treasurer

_____ 8. Songleader

COLUMN II

A. Takes pictures of chapter activities
B. Plans recreation for meetings
C. Presides at FHA meetings
D. Provide refreshments for FHA meetings
E. Keeps a record of chapter finances
F. Takes the place of the president in the president's absence
G. Publicizes chapter meetings and events
H. Keeps an accurate record of chapter meetings and activities
I. Assists in conducting meetings

PART III: FILL IN THE BLANKS

Directions: Complete each sentence by placing the correct response in the blank(s) provided.

__________ 1.a. The official magazine of FHA is (a) (b).

__________ b.

__________ 2.a. The FHA motto is (c) (d) (e).

__________ b.

__________ c.

__________ 3.a. An FHA member is required to pay (f), (g), and (h) dues.

__________ b.

__________ c.

__________ 4. The definition of (i) is the ability of a well-adjusted person to handle people, to motivate or guide the actions of others, to make decisions, and to move a group to action.

__________ 5. The (j) of FHA is to help youth assume their role in society through home economics education.

PART IV: LISTING

Directions: List the correct answers to each statement in the blanks provided.

1. List the four levels of organization of FHA.

   a.

   b.

   c.

   d.

2. List the two sponsors of FHA.

   a.

   b.

3. List two STAR Events.

   a.

   b.

4. List three qualities a leader should possess.

   a.

   b.

   c.

5. List one purpose of FHA.

PART V: DISCUSSION

Directions: Use complete sentences to answer each question. Write your response in the area below the question.

1. Compare an FHA chapter to a HERO chapter.

2. Compare an active FHA member to an inactive member.

3. Why are FHA members required to pay dues?

4. Who is eligible for membership in FHA?

UNIT TEST - ANSWER KEY

FUTURE HOMEMAKERS OF AMERICA

PART I: TRUE-FALSE

1. True
2. True
3. False
4. True
5. True
6. True
7. True
8. False
9. True
10. False

PART II: MATCHING (Group 1)

E

G

D

F

B

C

(Group 2)

1. F
2. H
3. C
4. A
5. I
6. G
7. E
8. B

PART III: FILL IN THE BLANKS

1.a. Teen

b. Times

2.c. Toward

d. New

e. Horizons

3.f. local

g. state

h. national

4.i. leadership

5.j. goal

PART IV: LISTING

1.a. local

b. district

c. state

d. national

2.a. U.S. Dept. of Education

b. AHEA

3.a. Families and Futures

b. Golden Yam Contest

4.a. organized

b. fair

c. patient

5. List one of the eight purposes.

PART V: DISCUSSION

1. FHA--focus on consumer homemaking education
   HERO--emphasize preparation for jobs and careers in home economics-related occupations

2. active--pay dues; can hold office, make motions, attend district and state meetings and vote
   inactive--do not pay dues; limited to participation in classroom activities

3. to help finance FHA activities

4. anyone who is taking or has taken a course in home economics or related occupations

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT VIII: HOUSING, HOME CARE, AND SAFETY

SUGGESTED TIME: 1-3 WEEKS

UNIT EIGHT

HOUSING, HOME CARE & SAFETY

INTRODUCTION

Preteens and young teenagers usually are interested in taking on increasing responsibility for shaping and maintaining their own environments and carrying a fair share of family responsibilities. They are seeking their place in the world, growing out of childhood, and taking on the first tentative tasks which will prepare them for adulthood. This unit focuses on the importance of housing in meeting human needs.

COMPETENCIES

1. Identify different ways that people satisfy their need for shelter.
2. Describe how housing reflects the culture of people.
3. Identify factors to consider when choosing the location of a home.
4. Develop an awareness of energy conservation and safety measures in the home.
5. Demonstrate ways of sharing tasks to improve the interior environment of the home.
6. Demonstrate individuality in one's personal environment by constructing projects to decorate the home.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Identify needs met by housing and factors affecting housing choices.
2. Understand methods of conserving energy in the home.
3. Describe ways to make the home safe.
4. Explain ways of caring for the home.
5. Demonstrate creativity through the completion of a home improvement project.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a writing assignment, students will identify physical needs met by housing.

2. Through discussion, students will identify factors in the near environment and the expanded environment that affect lifestyle.

3. On a written test, students will identify factors affecting housing choices.

4. On a written test, students will list ways to conserve energy in the home.

5. In a writing assignment, students will identify measures to take to make the home a safer place to live.

6. On a written test, students will list reasons to maintain a clean and safe home environment.

7. Through discussion, students will describe ways of living harmoniously with other people.

8. Through a project, students will express individuality in constructing a home improvement project.

METHODOLOGY

Use the information from the unit outline and other available resources to introduce the factors that determine a healthy, safe, and attractive home environment and to increase the awareness of energy conservation. Use the materials in the appendix to enhance the learning activities in the classroom.

SUGGESTED INTEREST APPROACHES

1. Show films or filmstrips on housing.

2. Exchange pictures of different cultural housing.

3. Invite guest speaker on energy conservation.

4. Have students complete a home decoration project.

UNIT OUTLINE

HOUSING, HOME CARE, AND SAFETY

- I. Physical needs
  - A. Basic needs
  - B. Secondary needs
- II. Living environment
  - A. Types
  - B. Interaction with people
- III. Housing choices
  - A. Factors affecting
    - 1. Geography
    - 2. Culture
    - 3. Family
    - 4. Activities
    - 5. Location
- IV. Energy conservation
- V. Home safety
  - A. Causes of accidents
  - B. Preventive measures
- VI. Home maintenance
  - A. Importance
  - B. Role of family members
- VII. Living with others
  - A. Family
  - B. Neighbor
  - C. Community
- VIII. Decorating the home
  - A. Factors to consider
  - B. Project

BASIC SKILLS CONCEPTS
HOUSING, HOME CARE & SAFETY

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Physical needs met by housing	Reading Writing	1. Complete and discuss bulletin board "What Makes a House a Home."
Basic needs	Reading Writing	2. Complete worksheet on basic needs.
	Writing	4. Write a description of the room you would have if you could plan it exactly the way you would like to have it.
Objective 2 Living environment	Writing	3. Compile a list of factors in the near environment and the expanded environment that influence life-style.
Pollution	Reading	5. Read a newspaper story about pollution in your state and tell how people are trying to prevent it.
Objective 3 Factors affecting housing choices	Reading Writing	6. Complete "Spare Room" worksheet.
Activities	Reading	7. Complete and discuss case studies.
Location	Writing	8. Write a definition of "neighborhood." Compare definitions.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 4 Home energy conservation practices	Reading Mathematics	1. Research the kind of utility bills your family pays and the amounts. Add up the cost of energy used in your home for one month and calculate the cost per day.
Objective 5 Reducing home accidents	Reading	3. View and discuss transparencies on "Common Home Accidents."
Objective 6 Importance of home maintenance	Reading	3. View and discuss transparency "Importance of Home Maintenance."
Role of family members in home maintenance	Writing	5. Brainstorm to develop a list of routine chores. Next to each chore, tell if it should be done daily, weekly, monthly, or seasonally.
Objective 7 Living with others	Writing	2. List the advantages and disadvantages of sharing a bedroom with brothers or sisters.

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. In a writing assignment, students will identify physical needs met by housing.

Unit Content

Physical needs met by housing
- --Basic needs
  - . Shelter
  - . Protection
  - . Rest
  - . Nourishment
- --Secondary needs
  - . Belonging
  - . Acceptance
  - . Respect
  - . Pride
  - . Self-expression
  - . Privacy

Learning Activities

1. Complete and discuss bulletin board "What Makes a House a Home" in Appendix A.

2. Complete worksheet on "Basic Needs" in Appendix B.

3. Describe the one place in the world where you feel most comfortable. Tell why you feel this way about this place.

4. Write a description of the room you would have if you could plan it exactly the way you would like to have it.

5. View pictures of bedrooms and tell what you think the people who live there must be like. Choose the one you like best and tell why you chose it.

---

2. Through discussion, students will identify factors in the near environment and the expanded environment that affect lifestyle.

Unit Content

Living environment
- --Types
  - . Near environment
  - . Expanded environment
- --Interaction with people
  - . Positive results
    - - Comfort
    - - Health
    - - Safety
    - - Security
  - . Negative results

Learning Activities

1. Brainstorm the term, "private space." Describe the area you consider as your own private space.

2. Distinguish between private space and public space.

3. Compile a list of factors in the near environment and the expanded environment that influence lifestyle.

- Depletion of resources
- Pollution
- Illness
- Injury
- Fear

4. On the way home from school look for three ways people have abused their environment. Report your findings to the class.

5. Read a newspaper story about pollution in your state and tell how people are trying to prevent it.

---

3. On a written test, students will identify factors affecting housing choices.

Unit Content

Factors affecting housing choices
- --Geography
  - . Climate
  - . Topography
  - . Space available
  - . Natural resources
- --Culture
  - . Religion and beliefs
  - . Values
  - . Goals and standards
  - . Customs
- --Family
  - . Stage of life cycle
  - . Composition and size
  - . Permanency in community
  - . Special needs
    - Children
    - Older people
    - Handicapped
  - . Personal tastes
  - . Resources available

Learning Activities

1. Discuss geographical factors affecting housing choices.

2. Make a display of photographs of homes in Louisiana. How do houses in southern Louisiana differ from those in the northern part of the state? Why?

3. Evaluate pictures of home interiors to determine the cultural factors evident in the home. Discuss.

4. Describe the house of a well-known family shown on a television series. Does their house suit the people living there? Why or why not? Would you like to live there? Why or why not?

5. Interview these people: a parent of a young child; an elderly person; a person with a physical handicap. Ask each of them what changes are needed in housing arrangements because of these conditions.

6. Complete "Spare Room" worksheet in Appendix C.

--Activities
  . Home centered
  . Community centered
  . Space needs
  . Social situation
  . Life style

--Location
  . Neighborhood
    - Type
    - Quality
  . Rural/urban
  . Proximity
    - Work
    - School
    - Shopping

7. Complete and discuss case studies in Appendix D.

8. Write a definition of "neighborhood." Compare definitions.

9. Discuss why location is important when making housing decisions.

10. Listen to resource person discuss "Neighborhood Watch" program.

11. Participate in FHA community improvement project--litter control, beautification, painting etc.

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4. On a written test, students will list ways to conserve energy in the home.

Unit Content

Home energy conservation practices
  --Home design
  --Improved insulation
  --Equipment selection and use
  --Energy efficient habits
  --Calculating energy savings

Learning Activities

1. Research the kind of utility bills your family pays (gas, electricity, oil) and the amounts. Add up the cost of energy used in your home for one month and calculate the cost per day.

2. Listen to resource person from utility company tell about ways to conserve energy in the home.

3. Participate in FHA Energy Education project.

4. Visit a home being constructed to observe energy conservation devices.

5. In a writing assignment, students will identify measures to take to make the home a safer place to live.

Unit Content	Learning Activities
Causes of home accidents	1. Tell about an accident that happened in your home. Class members analyze the reasons for the accident and suggest preventive measures.
Reducing home accidents --Preventive measures . Safe use of equipment . Proper storage . Safety precautions . Emergency preparedness - Emergency instructions - First-aid supplies - Stockpiling for disasters	2. Demonstrate safe methods of using home equipment (iron, kitchen stove, mixer, lawn mower). Check the instruction booklets that come with appliances to see what safety tips they provide. 3. View and discuss transparencies on "Common Home Accidents" in Appendix E.

6. On a written test, students will list reasons to maintain a clean and safe home environment.

Unit Content	Learning Activities
Importance of home maintenance --Reduce accidents --Prevent disease --Increase property value --Improve appearance --Improve functioning --Preserve structure --Prevent repairs --Increase satisfaction	1. Describe the feelings a person has when entering a clean room; when entering a dirty or untidy one. What opinion would he or she have about the person responsible for each room? 2. Give an example of how having a clean, well-organized environment could help a person work more efficiently. 3. View and discuss transparency "Importance of Home Maintenance" in Appendix F.

Role of family members in home maintenance
- --Sharing home care tasks
  - . Listing routine chores
    - - Exterior
    - - Interior
  - . Scheduling household tasks
    - - Daily
    - - Weekly
    - - Monthly
    - - Seasonal
- --Division of labor
- --Cooperation

4. Discuss the quote "If everyone would do his share of the work . . . ."

5. Brainstorm to develop a list of routine chores. Next to each chore, tell if it should be done daily, weekly, monthly, or seasonally.

---

7. Through discussion, students will describe ways of living harmoniously with other people.

Unit Content

Living with others
- --Being a good family member
  - . Sharing space
  - . Sharing home tasks
  - . Respecting privacy
  - . Respecting rights of others
- --Being a good neighbor
  - . Noise and pollution control
  - . Respecting private property
  - . Maintaining the neighborhood
- --Being a good citizen
  - . Litter control
  - . Respecting public property
  - . Speaking out on housing issues

Learning Activities

1. Discuss the questions, "What living space belongs to me?" and "What living space do I share with others?" Decide what responsibilities are involved in each situation.

2. List the advantages and disadvantages of sharing a bedroom with brothers or sisters.

3. Role play a situation in which there is a conflict between two neighbors (borrowed tools not returned; pets loose in flower bed; loud party). Act out ways that the two could solve the problem to the satisfaction of both. Class members can comment on the results and the process used to obtain them.

4. Interview the school principal about destruction of school property and the amount of money this costs taxpayers each year. Discuss ways to prevent this.

5. Listen to resource person from the local Chamber of Commerce or a civic club report on their efforts in the community to improve the living environment for its citizens.

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8. Through a project, students will express individuality in constructing a home improvement project.

Unit Content	Learning Activities
Factors to consider when decorating the home --Taste . Beauty . Utility . Order --Creativity . Individuality . Expression --Cost --Need --Ability --Family members . Age . Interest	1. Listen to art teacher or local crafts person explain simple items that could be made to decorate the home. 2. Collect pictures of home interiors from magazines. Evaluate decor. 3. Discuss factors to consider when decorating the home.
Home improvement project --Selection --Plan of work	4. Select and complete home improvement project.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Completing written exercises with the following: ideas and concepts developed and supported; correct grammar, spelling, and punctuation; and neat handwriting, and

Contributing ideas and cooperating with other students in class discussions.

EQUIPMENT AND SUPPLIES

Films, filmstrips, magazines, and various handouts selected by the teacher.

SUPPLEMENTARY MATERIALS

Audiovisuals

"Creating Personal Space," Glencoe Home Economics School Service, P.O. Box 802, Culver City, California 90232-0802.

"Energy-Efficient Housing," Home Economics School Service, P.O. Box 802, Culver City, California 90232-0802.

"Housekeeping Made Easy," Bennett & McKnight Glencoe Publishing Co., 809 Detweiller Drive, Peoria, Illinois 61615.

"How to Save Electricity," Home Economics School Service, P.O. Box 802, Culver City, California 90232-0802.

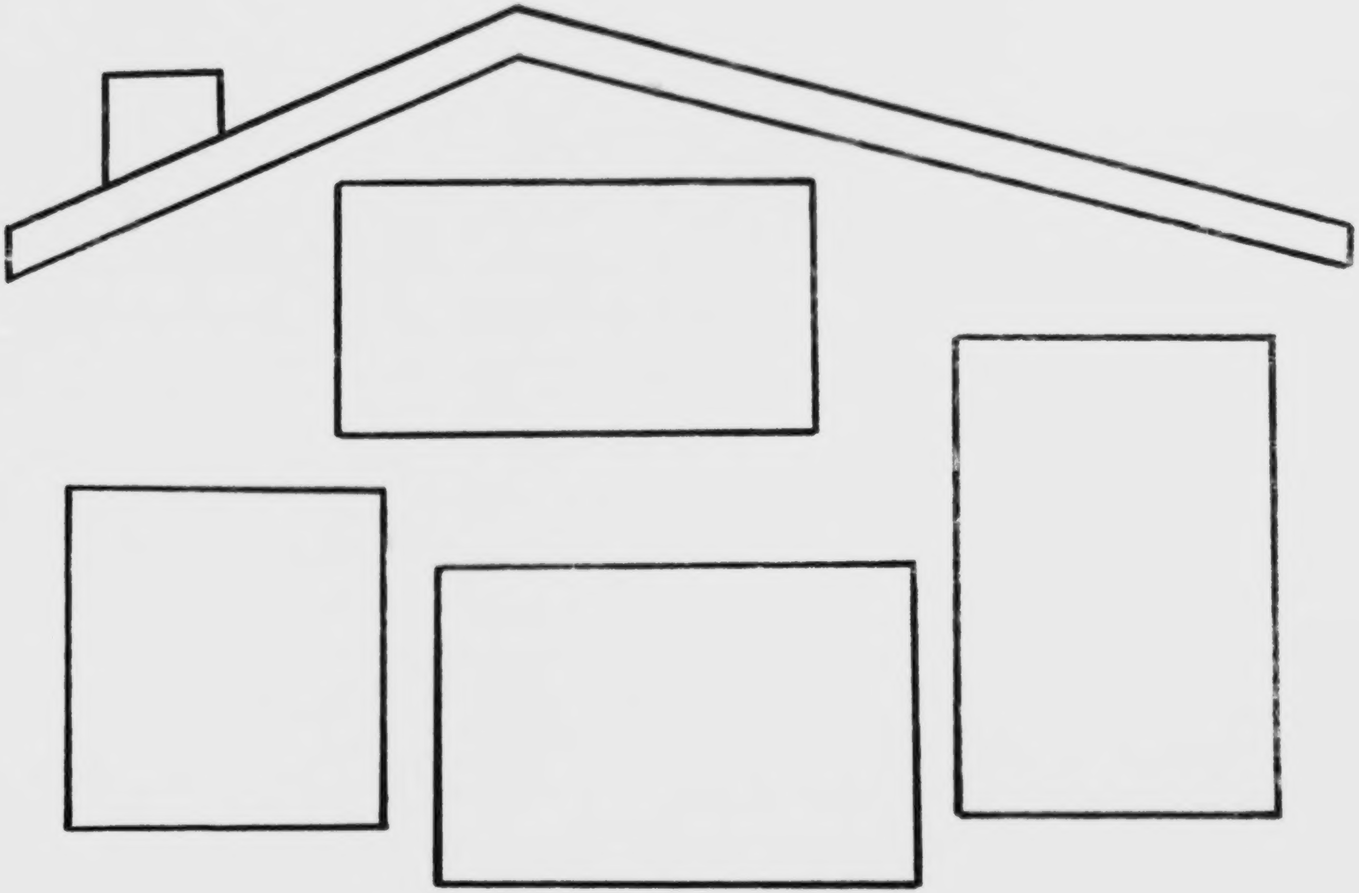
"Playing It Safe . . . In the Home," Home Economics School Service, P.O. Box 802, Culver City, California 90232-0802.

RESOURCES

Clayton, Nanalee. Young Living. Peoria, Illinois: Bennett and McKnight Publishing Company, 1983.

Ament, Karen and Florence M. Reiff. Steps in Home Living. Peoria, Illinois: Bennett Publishing Co., 1984.

WHAT MAKES A HOUSE A HOME?



Appendix A

*NOTE: Use pictures or sentence strips to complete the bulletin board.

Appendix B

BASIC NEEDS

Directions:

Listed below are some items that are essential for living and some that are not. Put a "✓" by those items that are essential and an "X" by the non-essential items.

Knife

Shoes

Water

Bed

Table

Soap

Chair

Blanket

Plate

Glass

Matches

Make-up

Explain why you divided the items as you did.

Appendix C

SPARE ROOM

Directions:

Write an explanation of the use of a spare bedroom for each situation listed.

> Suppose a family had a spare room in the house. Describe how they could use it if they had small children; if they had teenagers; if they were retired; if they had a hobby.

Use of spare room:

Small Children ____

____

____

Teenagers ____

____

____

Retired Persons ____

____

____

For a Hobby ____

____

____

Appendix D

CASE STUDIES

Directions:

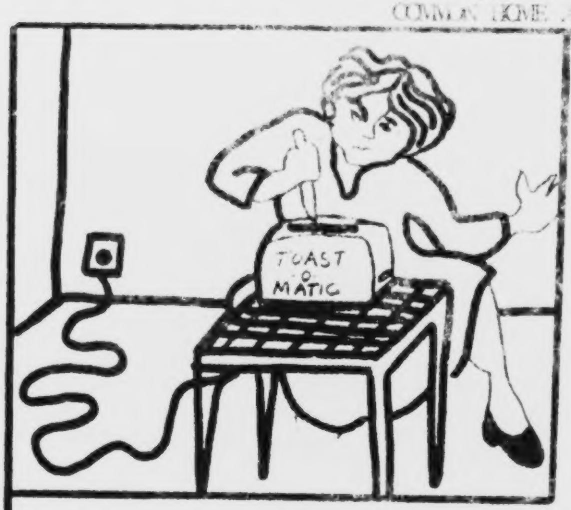
Read each case study below. Write an answer for "Family A" and "Family B" in each situation.

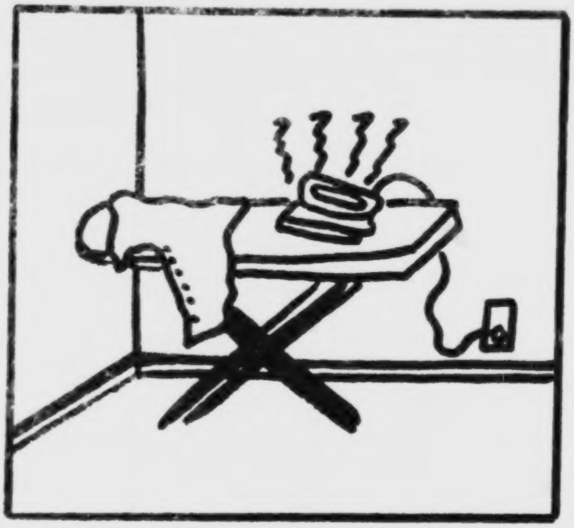
- Members of "Family A" are always away from home--camping, visiting, shopping, traveling, etc. Members of "Family B" are always home. They have family gatherings often, entertain friends, do things together as a family, etc. How would families "A" and "B" differ in the kind of house they might choose?

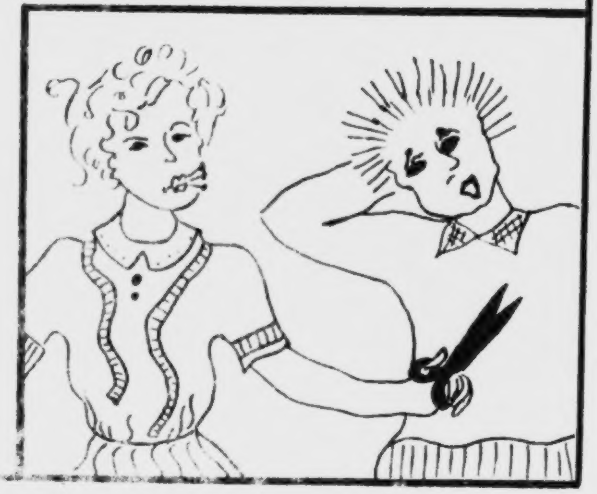
- Members of "Family A" have many friends and they like to entertain them often at large parties in their home. People in "Family B" prefer inviting a few friends in to visit quietly. How would families "A" and "B" differ in the kind of house they might choose?

- "Family A" is a very wealthy and sports-oriented family. They enjoy tennis, swimming, jogging, lifting weights, etc. "Family B" has an average income and is more interested in the arts. They enjoy reading, writing poetry, painting, and music. How would families "A" and "B" differ in the kind of house they might choose?

- "Family A" has seven members. They also work for a company that delivers products weekly for distribution. "Family B" has four members. How would families "A" and "B" differ in the kind of home they might choose?


TOAST-O-MATIC





Appendix F

IMPORTANCE OF HOME MAINTENANCE

--Reduce accidents

--Prevent disease

--Increase property value

--Improve appearance

--Improve functioning

--Preserve structure

--Prevent repairs

--Increase satisfaction

UNIT TEST

HOUSING, HOME CARE, AND SAFETY

PART I: DISCUSSION

1. List and discuss two basic physical needs and two secondary physical needs met by housing.

2. Members of "Family A" are always away from home--camping, visiting, shopping, traveling, etc. Members of "Family B" are always home. They have family gatherings often, entertain friends, do things together as a family, etc. How would families "A" and "B" differ in the kind of house they might choose?

PART II: LISTING
Directions: Answer the following briefly.

1. List 3 factors affecting housing choices.
    a.
    b.
    c.
2. Two reasons for the importance of home maintenance.
    a.
    b.
3. Four times when household tasks might be scheduled include:
    a.
    b.
    c.
    d.
4. Two preventive measures that might reduce home accidents.
    a.
    b.
5. When living with others, list two ways that you might:
    (a) be a good family member
        1.
        2.
    (b) be a good neighbor
        1.
        2.
    (c) be a good citizen
        1.
        2.

PART III: TRUE-FALSE
Directions: In the blank provided, write "T" if the statement is TRUE, write "F" if the statement is FALSE.

__________ 1. Location is one factor that affects a housing choice.

__________ 2. The design of your home has nothing to do with conserving energy in your home.

__________ 3. When decorating the home, it is important to consider cost and need.

_________ 4. Age of family members might affect type of decorating in the home.

_________ 5. As a family member, it is important to accept responsibility with tasks to be done in the home.

_________ 6. Housing choice might be affected by the presence of handicapped people living in the home.

_________ 7. Making the bed is an example of a weekly chore.

_________ 8. Teenagers should be responsible for keeping their bedrooms tidy.

_________ 9. When washing dishes, one should wash pots and pans first.

_________ 10. Saving energy means saving time and money.

UNIT TEST - ANSWER KEY

HOUSING, HOME CARE, AND SAFETY

PART I: DISCUSSION

1. (any of these basic needs)

   - Shelter
   - Protection
   - Rest
   - Nourishment

   Discussion:

   (Any of these secondary needs)

   - Belongingness
   - Acceptance
   - Respect
   - Pride
   - Self-expression
   - Privacy

   Discussion:

2. (answers may vary)

PART II: LISTING

1. (any 3)

   geography
   culture
   family
   activities
   location

2. (any 2)

    Reduce accidents
    Prevent disease
    Increase property value
    Improve appearance
    Improve functioning
    Preserve structure
    Prevent repairs
    Increase satisfaction

3. a. Daily
   b. Weekly
   c. Monthly
   d. Seasonal

4. (any 2)

    Safe use of equipment
    Proper storage
    Safety precautions
    Emergency preparedness

5. a. (any 2)

       Sharing space
       Sharing home tasks
       Respecting privacy
       Respecting rights of others

   b. (any 2)

       Noise and pollution control
       Respecting private property
       Maintaining the neighborhood

   c. (any 2)

       Litter control
       Respecting public property
       Speaking out on housing issues

PART III: TRUE-FALSE

1. T
2. F
3. T
4. T
5. T
6. T

7 F

8. T
9. F
10. T

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT IX: PERSONAL CARE AND APPEARANCE

SUGGESTED TIME: 1-3 WEEKS

UNIT NINE

PERSONAL CARE AND APPEARANCE

INTRODUCTION

This unit is planned for use with eighth grade students enrolled in personal care and appearance. It encourages students to assess individual habits related to health, personal hair care, hair styles, physical well-being, and hygiene. This unit will provide students with decision-making information regarding personal care procedures and products which meet their individual needs.

COMPETENCIES

1. List advantages of good posture.
2. Identify common skin and hair problems.
3. Recognize techniques for proper care of teeth, hands, and feet.
4. Develop an awareness of personal hygiene products.
5. Explain the importance of body hygiene.
6. Explain why exercise, rest, and nutrition are important to appearance.
7. Describe how mental attitude affects appearance.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. State advantages of good posture.
2. Identify procedures for properly caring for hair and apply this knowledge in formulating a program for personal improvement.
3. List personal care procedures and products available for all skin types.
4. Describe procedure for proper care of teeth.
5. State steps to follow for proper care of hands and feet.
6. List the important aspects of cleaning the body as related to personal hygiene.
7. Explain how appearance and good health habits are related to exercise, diet, and sleep.
8. Describe the influence of mental health on appearance.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. In a classroom activity, students will demonstrate correct posture.

2. On a written test, students will identify personal care procedures, remedies for skin problems, and products for different types of skin.

3. On a written test, students will identify personal hair care procedures and products for hair care.

4. On a written test, students will identify procedures for proper dental hygiene.

5. On a written test, students will identify procedures for care of hands and feet.

6. Through discussion, students will recognize the importance of personal hygiene as it relates to good grooming.

7. Through discussion, students will explain the importance of nutrition, exercise, rest, and mental attitude in relation to good health.

METHODOLOGY

Use the information from the unit outline and other available sources to introduce the topical content of personal care and appearance. Use the materials in the appendix to enhance the presentation of subject matter in the classroom. Invite resource people to discuss and demonstrate good grooming practices. Formulate guidelines for determining a well-groomed person.

SUGGESTED INTEREST APPROACHES

1. Ask students to list ways to improve personal appearance.

2. Invite resource person to discuss grooming.

3. Use bulletin board "Good Grooming" to introduce unit.

UNIT OUTLINE

PERSONAL CARE

I. Posture
   - A. Advantages of good posture
   - B. Rules of good posture

II. Care of skin
   - A. Terms
   - B. Types of skin
   - C. Skin problems
   - D. Skin products
   - E. Nutrition and skin care

III. Care of hair
   - A. Types of hair
   - B. Products
   - C. Schedules
   - D. Problems
   - E. Styling

IV. Care of teeth
   - A. Terms
   - B. Brushing
   - C. Flossing
   - D. Dental check-ups
   - E. Products

V. Care of hands and feet
   - A. Terms
   - B. Products
   - C. Problems
   - D. Care

VI. Body hygiene
   - A. Cleaning the body
   - B. Hair removal
   - C. Products
   - D. Clean clothes

VII. Physical fitness
   - A. Relationship to nutrition
   - B. Exercise
   - C. Effect on mental attitude

BASIC SKILLS AND CONCEPTS
PERSONAL CARE AND APPEARANCE

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Posture	Reading	1. View bulletin board "Good Grooming."
Rules of good posture	Reading Writing	2. Complete handout, "Appearances Do Count."
	Reading Writing	3. Check posture by completing "Posture Check" worksheet.
Objective 2 Care of skin	Writing	1. Define and discuss terms related to skin care.
	Reading Writing	5. Using resource material and magazine advertisements compile a booklet on care of personal type of skin. Include pictures of products suitable for individual skin.
Objective 3 Care of hair	Writing	4. Complete "Shampooing" word search.
	Writing	5. Develop a plan for personal hair care.
Objective 4 Care of teeth	Writing	1. Define and discuss terms related to dental hygiene.
Objective 5 Care of hands and feet	Writing	1. Define and discuss terms related to care of hands/feet.
	Reading Writing	6. Complete "Your Best Hand" crossword puzzle.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 6 Body hygiene	Reading Writing	1. Complete "Cleaning the Body" word search.
	Reading Writing Mathematics	2. Evaluate cost and use of personal hygiene products.
Products	Writing	4. Evaluate display of products and equipment for removing hair. List advantages and disadvantages of each.
Objective 7 Physical fitness --Relationship to nutrition	Writing	3. Complete "Dietary Recall."
	Writing	10. Complete "Grooming" word search.
	Writing	11. Participate in poster contest promoting good grooming.

1. In a classroom activity, students will demonstrate correct posture.

Unit Content

Posture
- Advantages of good posture
- Rules of good posture
  - When walking
    - Shoulders and chin up
    - Head held high
    - Legs and back straight
    - Legs moving forward from hips not knees
    - Feet pointed straight
    - Arms swing freely at sides
  - When sitting
    - Lower yourself while supporting your body with your legs.
    - Push hips back until back touches chair back.
    - Sit with your back straight not stiff.
    - Do not slip down in chair.
    - To stand, push up with your leg muscles, keeping your back straight and head up.

Learning Activities

1. View bulletin board "Good Grooming" in Appendix A.
2. Complete handout, "Appearances Do Count" in Appendix B.
3. Check posture by completing "Posture Check" worksheet in Appendix C.
4. Discuss the advantages of good posture and disadvantages of poor posture.
5. Discuss and demonstrate the rules of good posture.

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2. On a written test, students will identify personal skin care procedures, remedies for skin problems, and products for different types of skin.

Unit Content

Care of skin
- Terms
- Types of skin
- Skin problems
  - Pimples
  - Blackheads
  - Whiteheads
  - Acne
- Skin products

Learning Activities

1. Define and discuss terms related to skin care, e.g. , pimples, blackheads, whiteheads, acne, dermatologist, hair follicles, sweat ducts, pores, secretions, oil glands, astringents, moisturizers, etc.
2. Listen to a dermatologist or available resource person speak about different kinds of skin problems.

	3. Discuss the four different types of skin and list characteristics of each type. Appendix D.
	4. Discuss procedure, schedule for, and products available for cleaning different skins.
	5. Using resource material and magazine advertisements, compile a booklet on care of personal type of skin. Include pictures of products suitable for individual skin.
	6. View a demonstration by resource person on cosmetics and cosmetic application.
Nutrition and skin care --Relationship of proper nutrition to healthy skin --Foods to avoid	7. Discuss the relationship of food nutrition to skin care. Discuss quote "You are what you eat."
	8. View filmstrip on skin care.

---

3. On a written test, students will identify personal hair care procedures and products for hair care.

Unit Content	Learning Activities
Care of hair --Terms --Products --Schedules --Problems --Styling	1. Discuss the different types of hair and schedules for washing.
	2. Discuss problems with hair and products available for treating such problems, e.g., dandruff, split ends, thin hair, etc.
	3. View a demonstration by a hair stylist on hair care, hair care products, and styling.
	4. Complete Shampooing - Word Search in Appendix E.
	5. Develop a plan for personal hair care.
Facts and fallacies	6. Discuss facts and fallacies of hair care.

---

4. On a written test, students will identify procedures for proper dental hygiene.

Unit Content

Care of teeth
- Terms
  - Dental hygiene
  - Plaque
  - Cavity
  - Orthodontist
  - Dentist
  - Others
- Brushing
- Flossing
- Dental check-ups
- Products

Learning Activities

1. Define and discuss terms related to dental hygiene.

2. View a demonstration by resource person (dentist, hygienist) on dental hygiene.

3. Construct a display of dental hygiene products.

---

5. On a written test, students will identify procedures for care of hands and feet.

Unit Content

Care of hands and feet
- Terms
  - Podiatrist
  - Massage
  - Pedicure
  - Manicure
  - Corns
  - Callus
- Products
- Problems
  - Corns
  - Callouses
  - In-grown nails
- Care

Learning Activities

1. Define and discuss terms related to care of hands/feet.

2. Discuss foot problems and the importance of correct shoe size and good posture in helping to eliminate problems.

3. View a demonstration on correct procedures for a manicure and pedicure.

4. Participate in hand care activity. Do a manicure for a classmate.

5. Discuss products useful in the care of hands and feet.

6. Complete "Your Best Hand" crossword puzzle in Appendix F.

---

6. Through discussion, students will recognize the importance of personal hygiene as it relates to good grooming.

Unit Content	Learning Activities
Body hygiene --Cleaning the body . Bath . Shower . Sponge bath	1. Complete "Cleaning the Body" word search in Appendix G. 2. Evaluate cost and use of personal hygiene products.
--Hair removal	3. Discuss the advantages and disadvantages of various ways to remove unwanted hair.
--Products	4. Evaluate display of products and equipment for removing hair. List advantages and disadvantages of each.
--Clean clothes	5. Discuss how wearing clean clothes can help eliminate body odors.

---

7. Through discussion, students will explain the importance of nutrition, exercise, rest, and mental attitude in relation to good health.

Unit Content	Learning Activities
Physical fitness --Relationship to nutrition --Exercise . Types . Importance of a regular schedule --Effect on mental attitude	1. Discuss the advantages of eating nutritious foods. 2. Review the five food groups. 3. Complete "Dietary Recall" in Appendix H. 4. Evaluate personal eating habits using dietary recall. 5. Demonstrate selected exercises to keep physically fit. 6. Discuss available community resources which support exercise for physical fitness.

7. Discuss the importance of rest as it relates to physical fitness.
8. Explain how health habits affect mental attitude.
9. Participate in "Good Grooming Bingo" in Appendix I.
10. Complete "Grooming" word search in Appendix J.
11. Participate in poster contest promoting good grooming.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Contributing ideas and questions in sessions with resource speakers,

Demonstrating correct posture and exercises,

Orally explaining different aspects of grooming in relation to personal appearance, and

Actively participating in class disucssions.

EQUIPMENT AND SUPPLIES

Textbook, magazines, newspapers, and grooming products selected by the teacher.

SUPPLEMENTARY MATERIALS

Curricular Materials

Home Economics I - Basic Core. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1972.

Special Needs Material for Basic Homemaking. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri - Columbia, 1981.

Publications

Personal Care. The Procter and Gamble Company, P. O. Box 14009, Cincinnati, Ohio 45214.

RESOURCES

Brinkley, Jeanne, Valerie Chamberlain and Frances Champion. Teen Guide To Homemaking. New York: McGraw-Hill, 1977.

Dunn,Martha Davis and Yvonne Peeler. Living, Learning, and Caring. Lexington, Massachusetts: Ginn and Company, 1984.

Liddell, Louisa. Clothes and Your Appearance. South Holland, Illinois: Bennett Company, 1985.

Kelly, Joan and Eddye Eubanks. Today's Teen. Peoria, Illinois: Bennett Company, 1985.

GOOD GROOMING

Appendix B

APPEARANCES DO COUNT

Directions:

Read each situation listed below. In which situations listed is your appearance most important to you? Place a checkmark in the blank(s) preceding your answer(s). In the space below the list, tell why your appearance is important in those situations you checked.

_________ Going to a movie

_________ Going to church

_________ Playing outdoors with friends

_________ Grocery shopping

_________ Shopping in a large mall

_________ Looking in a mirror

_________ Going to school

_________ Meeting someone for the first time

_________ Going to a school dance

_________ Going to a school athletic event

Appendix C

POSTURE CHECK

Directions:

Stand with your back against a wall. Place feet together and flat on the floor with heels against the baseboard. How does your body line up? Check your answer.

	YES	NO
Is your head held high with chin in?		
Is your back straight?		
Is your chest high?		
Is your weight balanced on each foot?		
Is your abdomen flat?		
Are your hips even?		
Are your shoulders sloped?		

How do you rate? If your posture is good, your body will touch the wall from head to toe with only a hand space between the wall and the small of the back.

Posture and poise are a body language that tells something about your self image. What does your body language tell others? It could tell others how you feel about yourself and how you feel physically.

Appendix 9

WHAT'S YOUR TYPE?

Is your skin dry, flaky, rough, tough, taut, or dull looking?

YES NO

You are

Is your skin oily? Does it resist make-up or have a moist shine? Are blackheads apparent and blemishes, too?

YES NO

You are

Is your skin dry and oily?

YES NO

You are a

GO BACK THROUGH SEQUENCE.

Appendix E

SHAMPOOING

```
P C H L K S I S H S N I X P G W Y I E E D R J P B R B G
J V I H S S Y D H P C B S L J L R D Y G A C Y P B F P D
D O D R V Q B X H O W Q C B I I O L P R N E L I Z N S N
U Y M I C A U E Y B R W A O G D R D O T D F S E V K F V
S P F A B U Y E N S Q T L Z V U Q S B G R I V J A C X Y
H U I M N R L A A F Z Q P O C R Y A D I U N A Y W N J A
A S D E W T X A G K T U H S K P O C B A F T A T T G M W
L C O S C X P K T X R V X I D L S B Z T F X G G E O W Q
H C N T D F R D X I Y G N F F J C P S F R E E R B T P H
T T I F W U M O J P O Y H D B V X S T R A I G H T L I S
B Z R H A D L Y H H Z N D K K A D E C T K Q O E Q U R I
Z W F C T B I L J X E N O M Y C A I I G O K N Y Y Y L G
X H C O E K J R G K P S H O G Q V B N J W Y G G E V K I
B N L N R P B V T W R T V Q V D P Q P K B E Q H W V M C
Q X L D X X E L Y Y W Z T T O W E L O N G I M G V K Y H
U Z H I R F V K A O Z I Q V M D K G R Q G A F U T D M K
N T C T R T W M R O H T M H P U V B O O U Z F P Z J X U
G E H I G I H G O H G P M F A H T T D R X L B A Q N Z O
M I U O B O N P K A M A S S A G E H R F V U U Y W H A P
P T E N Y G M S F I L X S K J N S O Y Q R D E U M Q G E
S V O E A A M D E R Q Q P R R A G N Y T L I Q R E G B Y
E O R R H X H C R P J V N I W C M P Z Y Y T Y B B D I D
G U O S X P Q X F T K P Y Y A V U Z E J S V Z S H I N Y
B Q K W R C P W M U J L X H G S H H V H M P V F H M B M
B W K B R S D X P E H F F Q U R Z M M B H C R W F L R O
W B Z A X F R G L D G D O D N A W I J K D N F B S V T D
J U K S K V Z S I Z S Q B Y T S L A H T F T W K N X H M
H O I F W N F D P O K R X U U X O Q O J U K M I Z T A J
```

THERE ARE 25 WORDS HERE - CAN
YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

CIRCULATION
CONDITIONER
DANDRUFF
DRY
GROWTH
LONG
OILY
RUB
SHAMPOO
SHORT
STRAIGHT
TOWEL
WATER

CLEAN
CURLY
DIRTY
DULL
HAIR
MASSAGE
RINSE
SCALP
SHINY
SQUEAK
SUDS
WASH

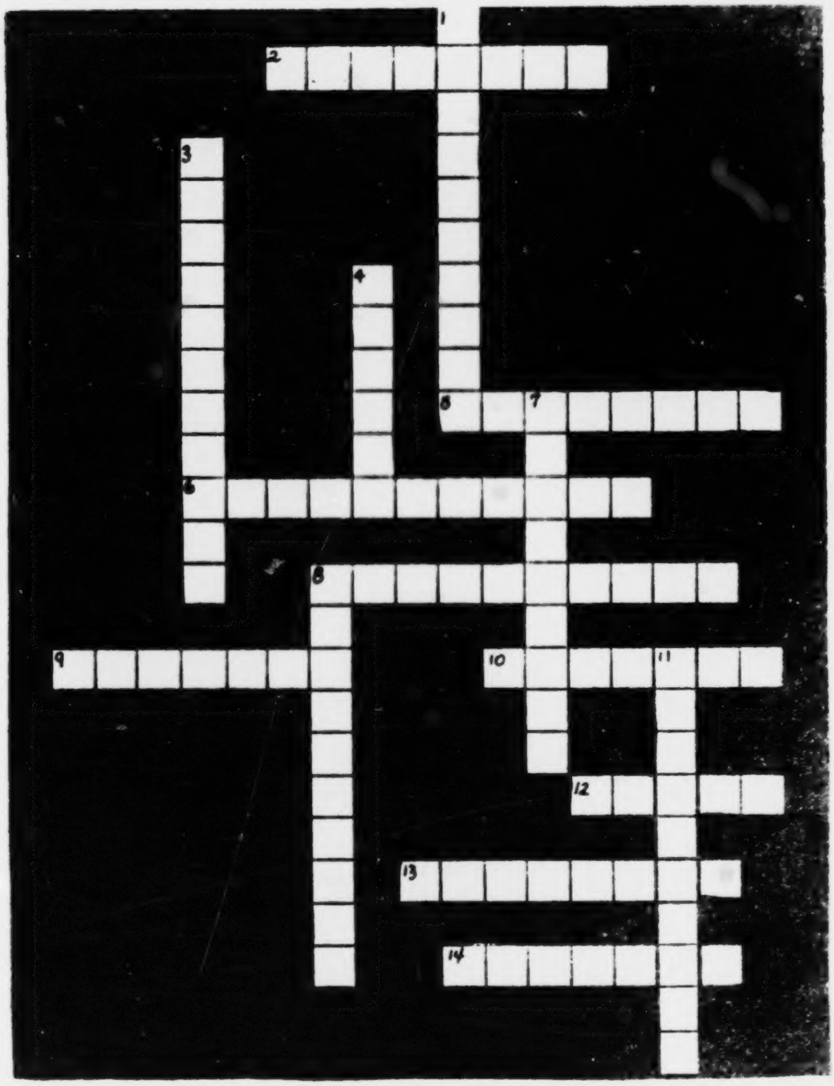
Appendix E
ANSWER KEY

SHAMPOOING

P	C	H	L	K	S	I	B	H	S	N	I	X	P	G	W	Y	I	E	E	D	R	J	P	B	R	B	G
J	V	I	H	S	S	Y	D	H	P	C	B	S	L	J	L	R	D	Y	G	A	C	Y	P	B	F	P	D
D	O	D	R	V	Q	B	X	H	O	W	Q	C	B	I	I	O	L	P	R	N	E	L	I	Z	N	S	N
U	Y	M	I	C	A	U	E	Y	B	R	W	A	O	G	D	R	D	O	T	D	F	S	E	V	K	F	V
S	P	F	A	B	U	Y	E	N	S	Q	T	L	Z	V	U	Q	S	B	G	R	I	V	J	A	C	X	Y
H	U	I	M	N	R	L	A	A	F	Z	Q	P	O	C	R	Y	A	D	I	U	N	A	Y	W	N	J	A
A	S	D	E	W	T	X	A	G	K	T	U	H	S	K	P	O	C	B	A	F	T	A	T	T	G	M	W
L	C	O	S	C	X	P	K	T	X	R	V	X	I	D	L	S	B	Z	T	F	X	G	G	E	O	W	Q
H	C	N	T	D	F	R	D	X	I	Y	G	N	F	F	J	C	P	S	F	R	E	E	R	B	T	P	H
T	T	I	F	W	U	M	O	J	P	O	Y	H	D	B	V	X	S	T	R	A	I	G	H	T	L	I	S
B	Z	R	H	A	D	L	Y	H	H	Z	N	D	K	K	A	D	E	C	T	K	Q	O	E	Q	U	R	I
Z	W	F	C	T	B	I	L	J	X	E	N	O	M	Y	C	A	I	I	G	O	K	N	Y	Y	Y	L	G
X	H	C	O	E	K	J	R	G	K	P	S	H	O	G	Q	V	B	N	J	W	Y	G	G	E	V	K	I
B	N	L	N	R	P	B	V	T	W	R	T	V	Q	V	D	P	Q	P	K	B	E	Q	H	W	V	M	C
Q	X	L	D	X	X	E	L	Y	Y	W	Z	T	T	O	W	E	L	O	N	G	I	M	G	V	K	Y	H
U	Z	H	I	R	F	V	K	A	O	Z	I	Q	V	H	D	K	G	R	Q	G	A	F	U	T	D	M	K
N	T	C	T	R	T	W	M	R	O	H	T	M	H	P	U	V	B	O	O	U	Z	F	P	Z	J	X	U
G	E	H	I	G	I	H	G	O	H	G	P	M	F	A	H	T	T	D	R	X	L	B	A	Q	N	Z	O
M	I	U	O	B	O	N	P	K	A	M	A	S	S	A	G	E	H	R	F	V	U	U	Y	W	H	A	P
P	T	E	N	Y	G	H	S	F	I	L	X	S	K	J	N	S	O	Y	Q	R	D	E	U	M	Q	G	E
S	V	O	E	A	A	M	D	E	R	Q	Q	P	R	B	A	G	N	Y	T	L	I	Q	R	E	G	B	Y
E	O	R	R	H	X	H	C	R	P	J	V	N	I	W	C	M	P	Z	Y	Y	T	Y	B	B	D	I	D
G	U	O	S	X	P	Q	X	F	T	K	P	Y	Y	A	V	U	Z	E	J	S	V	Z	S	H	I	N	Y
B	Q	K	W	R	C	P	W	M	U	J	L	X	H	G	S	H	H	V	H	M	P	V	F	H	M	B	M
B	W	K	B	R	S	D	X	P	E	H	F	F	Q	U	R	Z	M	M	B	H	C	R	W	F	L	R	O
W	B	Z	A	X	F	R	G	L	D	G	D	O	D	N	A	W	I	J	K	D	N	F	B	S	V	T	D
J	U	K	S	K	V	Z	S	I	Z	S	Q	B	Y	T	S	L	A	H	T	F	T	W	K	N	X	H	M
H	O	I	F	W	N	F	D	P	O	K	R	X	U	U	X	O	Q	O	J	U	K	M	I	Z	T	A	J

Appendix F

YOUR BEST HAND



ACROSS:

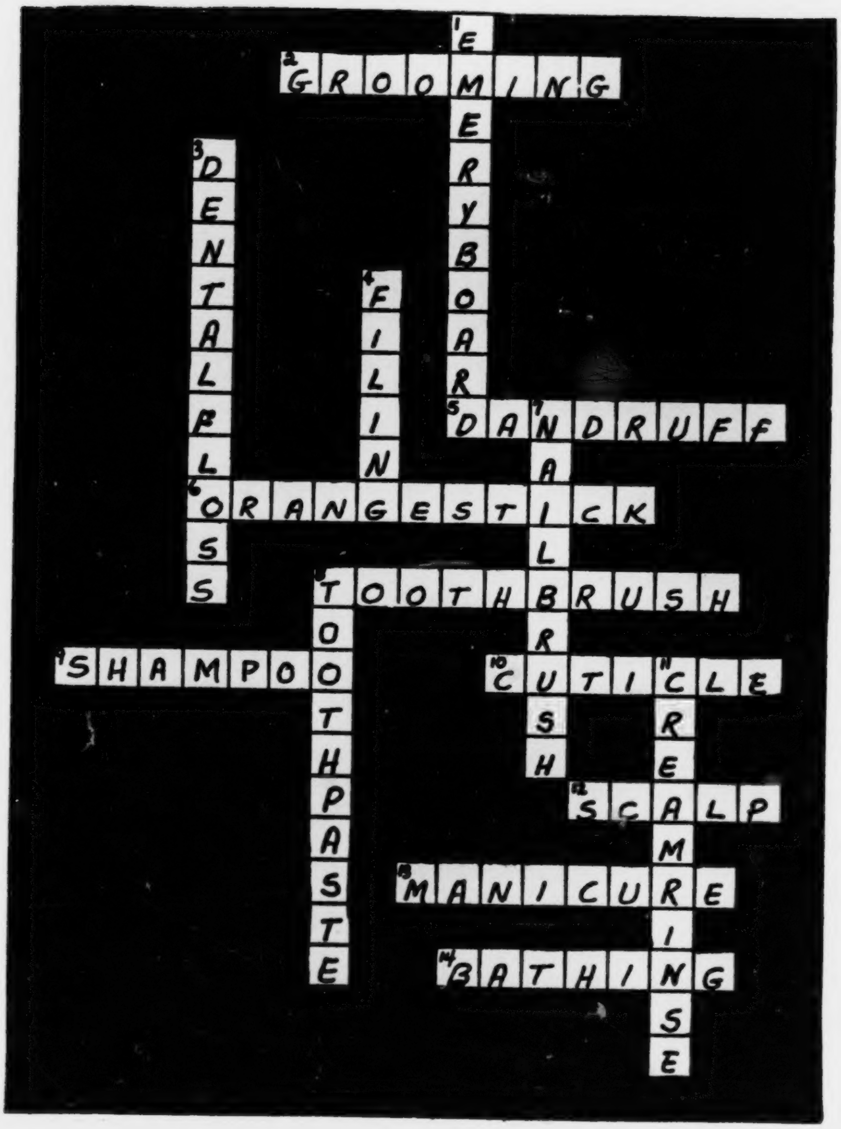
2 Personal care of oneself.
5 Flaking of the scalp.
6 Used to push cuticle back to base of nail.
8 Small soft bristle brush for teeth.
9 Special soap used to clean hair.
10 Skin around the base of the nail.
12 The skin on the head.
13 Care given to the nails.
14 Method of cleaning the whole body.

DOWN:

1 Used to keep nails round and shaped.
3 Helps remove food particles from teeth.
4 To smooth the edges and shape the nails.
7 Small soft brush used to clean nails.
8 Product used to clean teeth and gums.
11 Used to untangle [illegible] hair.

Appendix F

ANSWER KEY



Appendix G

CLEANING THE BODY

C A A S N O K C P I A Z B B W B F Z A C M R H M R U G I
T H X E H V E U X V E I J W M X U I M U I D Z S F W T O
X Z C H L W R T C F M Q J F O A P B E I N M Q S X Z R Y
G L U D W X D J X U T R B N J P F R Y S I M E N E B F V
F Y T I C Q V W U I P S U T C A X D Y V E B U M Y A H T
P E I G J U T G N N C P D K F J O P D H S F Y R U T F T
H W P K N Z E U H E R A B O M B H E C B Y H M F E H M O
O G K L M W H M B H L O O G F L G Y E J A S O R O O I T
T I P A O F I F K C B U B B L E B A T H M C U W R I G D
O N B T U I R Z X O V U J Y R D F I A F D T K U E L Z I
X Z N A W O F B F B N N Z R M L A R Z I A D M B F R S C
O E F B H E Q C R S U F L J X H Z V I R V Q H A R D V R
C G S M H P W L U E G G M G X S T S E N L G P X B U M O
O U F T S M A H L W J G D J S E D P A T S F E B Q L S D
L Y R L C N R U A R A N P O V M M G Y J D E S F W Y C H
D C M K P V M O R N R T H G J I T O W E L B D U H N B F
N Z E Q X D X F F A F F L Y I U W O F L R I Y X X M G R
X A P V W W I A U F Y R A P D E Y F R K U I D I S N H F
L C N B R O K V I M S R N Y V Z T N G G A U V X I T F N
N I U K T C M Z S S E R X X R Y S G A X K Y O X U B W Z
Y D I Z Y M B A O C A I Z E U M C U J T Y Z A L S T Z O
W Y C D P S A J N O N M J I T F H Y F L H L C P H S V J
F K Z B G T T U S Y Y U X Y O O Y R L C E H S M Y I O N
J V G I N D H Z C M G Z M S J Z M X Y R S V B J V N N L
I M S I V N I F S T H F D X Z I D T Y A Z T Y T F T O P
E K Y R G O R F S M M U O I O U F D W A A S Z U O L G K
F X M A S S A G E R S N H R W N F P H Z R U I B M G D B
K R L M J I O N D I C O S P O N G E R W H F U M P S V X

THERE ARE 20 WORDS HERE. CAN
YOU FIND THEM?

BACK BRUSH
BATH
BATH OIL
BODY
BUBBLE BATH
COLD
HOT
MASSAGER
RELAXING
RINSE
SHOWER
SOAP
SPONGE
SUDS
TEMPERATURE
TOWEL
TUB
WARM
WASH CLOTH
WATER

Appendix G

ANSWER KEY

CLEANING THE BODY

C A A S N O E R C F A Z B B W B F Z A C M P H M R U G I
T H X E H V E U X V F I J W M X U I M U I D Z S F W I O
X Z C H L W R T L E M O J F Q A P B E I N M O S X Z R Y
G L U D W X D J X U I F R N J P F R Y S I M L N E B I V
F Y T I C Q V W U I P S U T C A X D Y V E B U M Y A H T
P E I G J U T G N N C F D K F J O F D H G E Y B U T F T
H W P K N Z I U H E R A B O M B H E C R Y U M F D H M O
O G K L M W H H B H L O O G F L G Y E J A S O R O O I T
T I P A O F I E E C B U B B L E B A T H M C O W R I G D
O N B I U T K Z X O V U J Y R D F I A F D D I U E L Z I
X Z N A W O F R F B N N Z E M L A R Z I A D M R E S S C
O E F B H E Q I R S U E C J X H Z V I R V Q H A E D V R
C G S M H P W L U T G G M G X S T S E N L G P X B U M O
O U F T S M A H L W J G D J S E D R A T S E E R Q L S D
L Y R L C N R U A F A N R O V M M G Y J D L S F W Y C H
D C M K P V M O P N E I H G J E T O W E L R D O H N R F
N Z E Q X D I F C A F E L Y T U W O F L E C Y X X M G R
X A P V W W I A U F Y R A R D E Y F R K U I D K S N H F
L C N B R O K V F M S B N Y V Z T N G G A O V X I I F N
N I U K T C M Z S S E R X X F Y S G A X K Y Q X O B W Z
Y D I Z Y M R A Q C A I Z E U M C U J T Y Z A L S T Z O
W Y C D P S A J N O N M J E T F H Y F L H L C P H S V J
F K Z B G T T U S Y Y U X Y Q O Y R L C E H S M Y I O N
J V G I N D H Z C M G Z M S J Z M X Y R S V B J V N N L
I M S I V N K F S T H F D X Z E D T Y A Z T Y T F T O P
E K Y R G O P E S M M U Q I Q U F D W A A S Z U O L G K
F X M A S S A G E R S N H R W N F P H Z B U K B M G D B
K R L M J I O N O I I O S P O N G E F W H F U M R S V X

Appendix H

DIETARY RECALL

Directions:

Use the chart below to categorize foods eaten in a 24 hour period. Total the number of servings eaten from each food group. Evaluate your diet according to requirements for your age group.

	Milk Group	Bread-Cereal Group	Meat Group	Fruit-Vegetable Group	Other Foods
Breakfast					
Lunch					
Dinner					
Snacks					
Total Servings					

Appendix I

Good Grooming Bingo

Directions: Write any 24 of the following words in any order on your Bingo card.

Back brush
Blowdryer
Brush
Bubble bath
Comb
Conditioner
Dental floss
Deodorant
Emery board
Exercise
Fingernails
Fragrance
Hair
Hair spray
Hot rollers
Lips
Lotion
Mirror
Posture
Razor
Shampoo
Sleep
Smoking
Soap
Teeth
Toothbrush
Toothpaste
Tweezers
Washcloth
Water

B	I	N	G	O
		★ BONUS ★		

GOOD GROOMING BINGO

1. A position of the body or a way of carrying the body is ---. (POSTURE)

2. A product used with a brush to clean teeth and gums is a ---. (TOOTHPASTE)

3. A grooming tool used to shape and smooth nails. (EMERY BOARD)

4. A grooming tool used to shape eyebrows. (TWEEZERS)

5. Used to untangle and soften hair. (CONDITIONER)

6. An electric appliance used to dry and style hair. (BLOWDRYER)

7. Physical movement used to condition and tone the body. (EXERCISE)

8. A grooming tool used to clean teeth. (TOOTHBRUSH)

9. Product that should be used daily to prevent perspiration odor. (DEODORANT)

10. A grooming tool used to remove hair from the body. (RAZOR)

11. A string-like product used to clean between teeth. (DENTAL FLOSS)

12. A product used to clean hair. (SHAMPOO)

13. Parts of the body that must be trimmed and filed regularly. (FINGERNAILS)

14. A grooming tool with teeth, used to keep hair neat. (COMB)

15. Brushing and combing your--- every day to keep it in place and to keep your scalp healthy is an important part of personal appearance. (HAIR)

16. This product is sprayed on the hair to help keep it in place. (HAIR SPRAY)

17. An unhealthy habit that can be harmful to your health. (SMOKING)

18. Fabric squares used with soap and water that help to clean the body. (WASHCLOTHS)

19. An electric appliance used to add body and curl to hair. (HOT ROLLERS)

20. A tool used to clean hard-to-reach places on the back while taking a bath or shower. (BACK BRUSH)

21. A grooming product that is rubbed or sprayed on the body for a pleasant smell. (FRAGRANCE)

22. A substance used to clean the skin. (SOAP)

23. A liquid used for drinking and washing is ---. (WATER)

24. A glass in which you can see yourself is a ---. (MIRROR)

25. Bonelike parts in the mouth used for biting and chewing are ---. (TEETH)

26. An important body function that occurs naturally and regularly and is necessary to feel good and look good. (SLEEP)

27. The two fleshy movable edges of the mouth are ---. (LIPS)

28. A grooming tool used to untangle hair and distribute scalp oils along the entire hair shaft. (BRUSH)

29. --- is applied to the body to soften the skin. (LOTION)

30. Added to bath water, this substance may be liquid or powder, and produces a sudsy layer over the water. (BUBBLE BATH)

Appendix J

GROOMING

P	B	N	W	S	F	X	O	G	G	S	G	P	N	O	F	T	J	K	Y	W	T	H	D	Q	N	N	I
Q	K	X	F	K	O	E	S	E	X	G	Y	U	N	J	S	D	B	B	X	D	P	V	Z	G	S	O	Y
C	H	V	S	L	U	H	J	K	Z	Q	Y	V	R	S	W	G	V	I	X	N	F	Y	X	B	K	M	L
D	Z	Q	H	Q	F	W	M	T	X	X	K	D	E	Q	W	J	W	G	S	W	V	A	X	K	D	T	R
F	R	F	A	F	E	E	L	K	W	H	U	U	T	D	B	K	C	O	L	L	O	I	O	C	U	E	Y
Q	F	L	M	R	A	E	A	E	K	E	D	A	Z	V	S	Z	Z	I	E	B	G	J	V	M	N	J	P
Q	P	L	P	R	J	U	R	E	S	D	E	F	M	V	K	F	Y	T	K	G	Q	W	N	O	L	X	L
E	W	A	O	J	R	U	A	E	K	P	V	Z	V	V	J	E	S	E	Z	L	D	R	I	F	N	O	Q
S	V	R	O	S	T	G	H	S	Q	B	K	Z	E	K	D	A	E	L	B	E	V	T	Y	T	R	F	R
H	O	E	A	S	S	S	G	V	R	J	N	P	U	R	P	J	M	N	T	T	I	Y	V	M	S	U	K
G	W	U	O	A	S	B	K	J	J	Y	E	D	L	H	S	X	V	P	K	D	W	P	L	S	J	Z	E
U	X	P	F	Q	W	R	D	U	Q	S	R	U	T	P	F	P	W	W	N	F	P	E	A	N	H	G	M
M	A	Z	Q	Q	X	E	N	Y	D	K	D	O	I	S	D	Q	R	O	Y	Q	H	G	I	M	A	Z	S
D	K	S	X	W	A	X	G	K	B	B	O	K	G	K	X	G	C	K	R	K	F	H	R	O	R	V	Q
Q	I	O	Q	P	U	S	T	Z	N	T	J	Y	Z	R	G	N	P	D	L	D	C	M	X	I	E	T	M
V	E	A	W	I	M	O	B	T	E	X	E	O	H	U	J	X	F	V	I	E	E	S	J	S	V	A	N
R	M	P	C	L	W	L	D	Z	K	O	N	X	G	W	U	T	M	J	Q	Q	K	K	L	T	Q	P	J
J	A	E	K	I	X	U	T	I	O	N	V	R	E	B	Q	G	B	D	D	C	O	Q	A	U	L	K	N
L	V	Z	B	P	D	V	G	F	E	A	B	G	C	R	F	N	D	R	M	O	X	U	D	R	S	Y	E
G	Z	A	O	W	V	F	X	Z	V	R	A	Z	T	W	C	C	U	A	U	J	V	W	G	I	J	U	S
C	F	Y	W	R	N	P	U	S	W	B	I	F	V	D	N	I	R	E	G	S	F	H	H	Z	S	P	M
V	S	J	N	B	W	W	V	U	E	N	F	U	T	W	K	K	S	R	C	J	H	C	U	E	V	B	J
K	N	Y	I	L	T	Y	E	Y	I	I	B	R	N	V	L	H	R	E	W	E	Q	I	K	R	X	C	J
Q	F	C	E	A	K	W	L	O	B	I	W	P	M	A	N	I	C	U	R	E	X	A	N	A	H	W	T
O	V	C	N	E	R	F	M	Q	A	E	V	S	T	X	C	V	F	M	H	F	V	H	D	G	T	D	X
N	E	X	S	Q	X	A	Z	T	L	R	G	L	D	X	R	X	N	K	S	S	P	C	N	T	K	B	W
P	M	G	X	D	U	D	N	L	J	P	V	O	L	N	Z	L	C	M	K	P	I	S	E	K	R	C	L
I	S	K	Q	G	A	Q	O	K	O	A	C	U	T	R	B	H	S	B	B	M	G	Q	D	L	I	A	T

THERE ARE 14 WORDS HERE - CAN
YOU FIND THEM?

- Brushing
- Conditioner
- Exercise
- Feel
- Floss
- Manicure
- Moisturizer
- Plaque
- Posture
- Razor
- Shampoo
- Soap
- Toothpaste
- Tweezers

Appendix J

ANSWER KEY

P B N W S F X O G G S G P N G F T J K Y W T H D Q N N I
Q K X F K Q E S E X G Y U N J S D B B X D P V Z G S O Y
C H V S L U H J K Z Q Y V R S W G V I X N F Y X B K M L
D Z Q H Q F W M T X X K D E Q W J W G S W V A X K D T R
F R E A F E E L K W H U U T D B K C O L L O I O C U E Y
Q F L M R A E A E K E D A Z V S Z Z I E B G J V M N J P
Q P L P R J U R E S D E F M V K F Y T K G Q W N O L X L
E W A O J R U A E X P V Z V V J E S E Z L D R I F N O Q
S V R O S T G H S Q B K Z E K D A E L B E V T Y T R F R
H O E A S S S G V R J N P U R P J M N T T I Y V M S U K
G W U O A S B K J J Y E D L H S X V P K D W P L S J Z E
U X P F Q W R D U Q S R U T P F P W W N F P E A N H G M
M A Z Q Q X E N Y D K D O I S D Q R O Y Q H G I M A Z S
D K S X W A X G K B B O K G K X G C K R K F H R O R V Q
Q I O Q P U S T Z N T J Y Z R G N P D L D C M X I E T M
V E A W I M O B T E X E O H U J X F V I E E S J B V A N
R M P C L W L D Z K O N X G W U T M J Q Q K K L T Q P J
J A E K I X U T I O N V R E B Q G B D D C O Q A U L K N
L V Z B P D V G F E A B G C R F N D R M O X U D R S Y E
G Z A O W V F X Z V R A Z T W C C U A U J V W G I J U S
C F Y W R N P U S W B I F V D N I R E G S F H H Z S P M
V S J N B W W V U E N F U T W K K S R C J H C U E V B J
K N Y I L T Y E Y I I B R N V L H R E W E Q I K R X C J
Q F C E A K W L O B I W P M A N I C U R E X A N A H W T
O V C N E R F M Q A E V S T X C V F M H F V H D G T D X
N E X S Q X A Z T L R G L D X R X N K S S P C N T K B W
P M G X D U D N L J P V O L N Z L C M K P I S E K R C L
I S K Q G A Q O K O A C U T R B H S B B M G Q D L I A T

UNIT TEST

PERSONAL CARE AND APPEARANCE

PART I: TRUE-FALSE

Directions: In the blank provided, write "T" next to each true statement and "F" in the blank corresponding to each false statement.

_____ 1. It is not necessary to remove makeup before going to sleep at night.

_____ 2. One advantage of good posture is that your chest is lifted, allowing deeper breathing.

_____ 3. One rule of good posture when sitting is that you should lower yourself while supporting your body with your arms.

_____ 4. When shopping for makeup, remember the most expensive product is always the best.

_____ 5. The purpose of using dental floss is to remove food particles from the surface of teeth.

_____ 6. A mask treatment is applied to the face to provide deep cleansing and stimulation.

_____ 7. Plaque is a hard substance that is formed on the teeth and is not removed by ordinary brushing.

_____ 8. It is important to brush your teeth after eating to remove food particles, plaque, and other damaging substances from the teeth.

_____ 9. The three degrees of acne are low, middle, and highly infectious.

_____ 10. Two things you can do to control pimples and blackheads are exercising and eating the proper foods.

PART II: MULTIPLE CHOICE

Directions: Choose the best answer to complete each sentence. Put the letter of the correct response in the blank provided.

_____ 1. Proteins: (a) help keep your nerves healthy (b) help to build and repair body cells (c) help to keep your eyes healthy (d) none of the above.

_____ 2. Vegetables and fruits: (a) provide energy and help to keep your skin smooth and glowing (b) provide energy and help to keep your nerves healthy (c) provide energy and help to keep your hair shiny (d) none of the above.

_____ 3. Grains: (a) are good for your posture (b) build strong bones and teeth (c) give you energy and help to keep your nerves healthy (d) none of the above.

_____ 4. Young people should get from: (a) 7-11 hours of sleep per night (b) 9-10 hours of sleep per night (c) 8-10 hours of sleep per night (d) none of the above.

_____ 5. An ingrown toenail: (a) can be caused by improper trimming (b) is very painful (c) can be caused by shoes or socks that are too small (d) all of the above (e) none of the above.

PART III. MATCHING (Group 1)
Directions: Match each item in Column I with a correct response in Column II. Put the letter of the correct response in the corresponding blank.

COLUMN I

_____ 1. Antiperspirants
_____ 2. Callous
_____ 3. Corn
_____ 4. Cortex
_____ 5. Cream rinse
_____ 6. Cuticle (fingernail)
_____ 7. Cuticle (hair)
_____ 8. Dandruff
_____ 9. Deodorant
_____ 10. Emery board
_____ 11. Filing
_____ 12. Grooming
_____ 13. Medulla
_____ 14. Nail brush
_____ 15. Orange-stick
_____ 16. Podiatrist
_____ 17. Root
_____ 18. Scalp
_____ 19. Shaft
_____ 20. Shampoo

COLUMN II

A. Special soap used to clean hair
B. Flaking of the scalp
C. Living part of the hair
D. A foot doctor
E. Used to push cuticle back to the base of the nail
F. A hard, thickened place on the skin
G. Method of cleaning the whole body
H. Small, soft brush used to clean nails
I. To smooth and shape the nails
J. Personal care of oneself
K. Dead part of the hair
L. Skin at the base of the fingernail
M. They reduce the flow of moisture as well as odor
N. Stops odor by killing bacteria on the skin; allows one to perspire
O. Used to keep nails round and shaped
P. Center core of a hair shaft
Q. Hair shaft layer that contains pigment that gives hair its color
R. The skin on the head
S. Hair shaft layer that protects the hair
T. A painful, cone-shaped overgrowth of skin, usually on toe joints
U. Used to untangle and soften hair

MATCHING (Group 2)

Directions: Match each item in Column I with the correct response in Column II. Put the letter of the correct response in the blank provided.

COLUMN I

_____ 1. Posture
_____ 2. Dermatologist
_____ 3. Cyst
_____ 4. Acne
_____ 5. Plaque
_____ 6. Tartar
_____ 7. Cavities
_____ 8. Dental floss
_____ 9. Dentist
_____ 10. Makeup

COLUMN II

A. A doctor whose job is to care for teeth
B. A sticky film formed on teeth
C. Hard bump under the skin which results from infection
D. Hard substance formed on teeth not removed by ordinary brushing
E. The way the body is held when sitting, standing, and walking
F. Helps develop self-confidence
G. Decayed areas in teeth
H. A skin disease
I. Is used to enhance the body
J. String-like material used to remove food particles from between teeth
K. A skin specialist

PART IV: LISTING

Directions: In the space provided, write the correct answers to each statement.

1. List two causes of acne.

   a.

   b.

2. List three functions of the skin.

   a.

   b.

   c.

3. Name the three layers of the skin.

   a.

   b.

   c.

4. List 2 things that your body language can tell others.

   a.

   b.

5. List four things you should do to care for your teeth.

   a.

   b.

   c.

   d.

UNIT TEST - ANSWER KEY

PERSONAL CARE AND APPEARANCE

PART I: TRUE-FALSE

1. F
2. T
3. F
4. F
5. F
6. T
7. F
8. T
9. F
10. T

PART II: MULTIPLE CHOICE

1. b.
2. a.
3. c.
4. c.
5. d.

PART III: MATCHING (Group 1)

1. M
2. F
3. T
4. Q
5. U
6. L
7. S
8. B
9. N
10. O
11. I
12. J
13. P
14. H
15. E
16. D
17. C
18. R
19. K
20. A

(Group 2)

1. E
2. K
3. C
4. H
5. B
6. D
7. G
8. J
9. A
10. I

PART IV: LISTING

1.a. hormones
  b. heredity

2. (any three)

- discharges body wastes
- helps protect you from bacteria
- repairs itself
- helps keep your body at the proper temperature

3.a. epidermis
  b. dermis
  c. subcutaneous tissue

4.a. how you feel physically
  b. how you feel about yourself

5.a. eat proper foods
  b. brush or rinse after eating
  c. floss daily
  d. see a dentist twice a year

EXPLORATORY HOMEMAKING

EIGHTH GRADE

UNIT X: PERSONALITY DEVELOPMENT

SUGGESTED TIME: 1-3 WEEKS

UNIT TEN

PERSONALITY DEVELOPMENT

INTRODUCTION

Growth and development is a continuous process. The four major kinds of growth and development are physical, social, emotional, and intellectual. Teenagers often have difficulty understanding and adjusting during the period of rapid change from adolescence to adulthood. The focus of this unit is understanding one's self and the relationship between oneself and others. Both are essential to coping with adolescence.

COMPETENCIES

1. Demonstrate an understanding of self-concept and identify factors that influence self-concept.
2. Evaluate personality characteristics and make a plan for self-improvement.
3. Identify the steps in the decision-making process.
4. Identify factors influencing friendship.
5. Identify techniques for strengthening family relationships.
6. Identify the physical, social, and emotional changes of adolescence.

GENERAL PERFORMANCE OBJECTIVES/GOALS

1. Analyze the positive aspects of past experiences in relation to self-concept and give effects of a positive self-concept.
2. Identify characteristics of personality.
3. Construct a plan for improving personality characteristics.
4. Develop a list of desired characteristics in friends.
5. Identify the changes occurring in adolescents because of the maturation process.

SPECIFIC PERFORMANCE OBJECTIVES AND MASTERY CRITERIA

1. Through classroom activities, students will identify factors which make them unique.

2. On a checklist, students will identify characteristics of personality and form a plan for achieving desirable personality characteristics.

3. On a written test, students will describe physical, emotional, and social changes of adolescence.

4. On a written test, students will list characteristics of friendship and describe the influence of peers.

5. Through class discussion, students will identify types of families and family crises.

METHODOLOGY

Use the unit outline and other available sources to present the information on understanding self and personal relations. Use the activities in the appendix to enhance learning. Use films and guest speakers on topics such as child abuse, drug and alcohol abuse, divorce, and teenage suicide to help students become more aware of problems in today's society and sources of help. Promote a classroom atmosphere which will aid in open discussion. Practice using the decision-making process in solving problems.

SUGGESTED INTEREST APPROACHES

1. Have students construct a collage about themselves using magazine pictures.

2. Ask students to recall a person that they admire and write a paragraph describing the person.

UNIT OUTLINE

PERSONALITY DEVELOPMENT

I. Unique you

  A. Self concept
  B. Personality development
    1. Desirable characteristics
    2. Steps for improving

II. Adolescence

  A. Changes
    1. Physical
    2. Social
    3. Emotional

III. Developing relationships

  A. Friendship
  B. Peer pressure
  C. Teenage suicide

IV. Family relationships

  A. Types of families
  B. Family life cycle
  C. Family crises
  D. Tools influencing family relationships

BASIC SKILLS CONCEPTS
PERSONALITY DEVELOPMENT

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 1 Self concept	Reading	4. View bulletin board "Who Are You."
Objective 2 Your personality	Reading Writing	1. Complete personality characteristics checklist.
Steps for improving	Reading Writing	3. Develop a plan for personality improvement using "Improving My Personality" worksheet.
Check progress	Writing	4. Evaluate progress made to improve personality by keeping a daily log.
When you feel that improvement is permanent, begin working on another trait	Reading Writing	5. Complete "Personality Characteristics" word search.
Objective 3 Adolescent changes	Writing	3. List physical, emotional, and social changes of adolescence.
	Reading Writing	4. Complete word scramble "On The Way Up."
Objective 4 Peer pressure	Reading Writing	2. Define peer pressure and give examples of peer pressure.
	Reading	3. Read and discuss "Peer to Peer" case studies.
Teenage suicide	Writing	5. Design anti-drug/alcohol abuse posters. Display in school.

OBJECTIVE/UNIT CONTENT	SKILL AREA	LEARNING ACTIVITY
Objective 5 Families	Writing	1. Define family.
Tools that influence family relationships	Reading	8. View transparency on "Developing Positive Family Relationships."
	Writing	9. Write a paragraph explaining the influence one factor listed on "Tools for Family Relations" has on family relationships.
	Reading	10. View bulletin board "Helping Hands in Family Relationships."

SPECIFIC PERFORMANCE OBJECTIVES AND LEARNING ACTIVITIES

1. Through classroom activities, students will identify factors which make them unique.

Unit Content	Learning Activities
Self concept --Definition	1. Define self-concept.
--Getting to know oneself --How self concepts are formed --Effects of a positive self concept	2. Brainstorm examples of how positive self-concepts are developed.
	3. Participate in "Me Sack" activity in Appendix A.
	4. View bulletin board "Who Are You" in Appendix B.
	5. Participate in "I Am Proud to Be Me" activity in Appendix C.

2. On a checklist, students will identify characteristics of personality and form a plan for achieving desirable personality characteristics.

Unit Content	Learning Activities
Your personality --Desirable characteristics	1. Complete personality characteristics checklist. Appendix D.
--Steps for improving . Find out and admit shortcomings. . Select one habit or trait for improvement.	2. Discuss steps for improving personality.
. Develop a plan for improvement.	3. Develop a personal plan for personality improvement using form in Appendix E.
. Check progress	4. Evaluate progress made to improve personality by keeping a daily log.

- When you feel that improvement is permanent, begin working on another trait.

5. Complete "Personality Characteristics" word search. Appendix F.

---

3. On a written test, students will describe physical, emotional, and social changes of adolescence.

Unit Content

Adolescent changes
- --Physical
  - Growth spurts
  - Muscle development
  - Hair darkens
  - Nose and chin become more defined
  - Eyebrows thicken
  - Voice volume lowers
  - Skin becomes more oily
  - Perspire more
- --Emotional
  - Dissatisfied with appearance
  - Become upset over little things
  - Lose temper easily
  - Mood changes
  - Desire independence
- --Social
  - Interest in opposite sex increases
  - Begin to date
  - Increase in social activities

Learning Activities

1. View film/filmstrip on adolescent growth and development.

2. Discuss individual growth changes observed in past two years.

3. List physical, emotional, and social changes of adolescence.

4. Complete word scramble "ON THE WAY UP" in Appendix G.

---

4. On a written test, students will list characteristics of friendship and describe the influence of peers.

Unit Content

Peer relations
- --Friendship
- --Peer pressure
  - . Definition
  - . Examples
  - . How to handle
- --Teenage suicide
  - . Statistics
  - . Causes
  - . Preventive measures

Learning Activities

1. Discuss characteristics of friendship.
2. Define peer pressure and give examples of peer pressure.
3. Read and discuss "PEER TO PEER" case studies in Appendix H.
4. View film on teenage drug and alcohol abuse.
5. Design anti-drug/alcohol abuse posters. Display in school.
6. Listen to resource person discuss teenage suicide.
7. Role play situations involving peer pressure.

---

5. Through class discussion, students will identify types of families and family crises.

Unit Content

Families
- --Types
  - . Nuclear family
  - . Single-parent families
  - . Blended family
  - . Extended family

Family life cycle
- --Stages
  - . Young married
  - . Founding family
  - . Growing family
  - . Teenage
  - . Launching
  - . Empty nest

Learning Activities

1. Define family.
2. Collect pictures of families from magazines. Discuss the type of family in each picture.
3. Discuss the six stages a family may go through and changes that take place during these stages.

Family Crisis --Causes of family crises . Economy . Inflation . Current events . Mobility . Death . Divorce . Illness	4. Discuss causes of family crises. 5. Brainstorm methods of coping with family crises.
--Adjusting to crises . Ask for help - let people know you're having trouble adjusting . Discuss feelings with parents, a friend, or a counselor	6. Discuss ways to adjust to change in a family.
Tools that influence family relationships --Cooperation --Communication --Trust --Responsibility --Consideration/respect --Loyalty --Caring	7. Discuss the tools that influence family relationship. 8. View transparency on "Developing Positive Family Relationships." Appendix I. 9. Write a paragraph explaining the influence one factor has on family relationships. Appendix J. 10. View bulletin board "Helping Hands in Family Relationships" in Appendix K.

EVALUATION AND TESTING

Students will be evaluated by the following guidelines:

Completing unit test with 75 percent accuracy,

Actively participating in class discussion, and

Participating in, completing, and sharing in class activities.

EQUIPMENT AND SUPPLIES

Textbook, magazines, and filmstrips selected by the teacher.

SUPPLEMENTARY MATERIALS

Curricular Materials

Home Economics I. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1977.

Middle School Curriculum Guide. Albuquerque, New Mexico: State Department of Education, 1978.

Special Needs Material for Basic Homemaking. Columbia, Missouri: Instructional Materials Laboratory, University of Missouri-Columbia, 1981.

RESOURCES

Budinger, Peyton Bailey and Jan Jones. *Teen Guide*. New York, New York: McGraw-Hill, Inc., 1982.

Canfield, Jack and Harold Wells. *100 Ways to Enhance Self-Concept in the Classroom: A Guide for Parents and Teachers*. New Jersey: Prentice-Hall, 1976.

Cibrowski, Lee and Shirley Slater. *What Do You Like About Yourself: Developing A Positive Self-Concept*. Washington, D.C.: Home Economics Education Association, 1982.

Dunn, Martha Davis and Yvonne Peeler. *Living, Learning and Caring*. Lexington, Massachusetts: Ginn and Company, 1984.

Zink, J. *Breakfast for Champions: Building Positive Self-Concept in Kids*. Manhatton Beach, California: J. Zink, Inc., 1981.

Appendix A

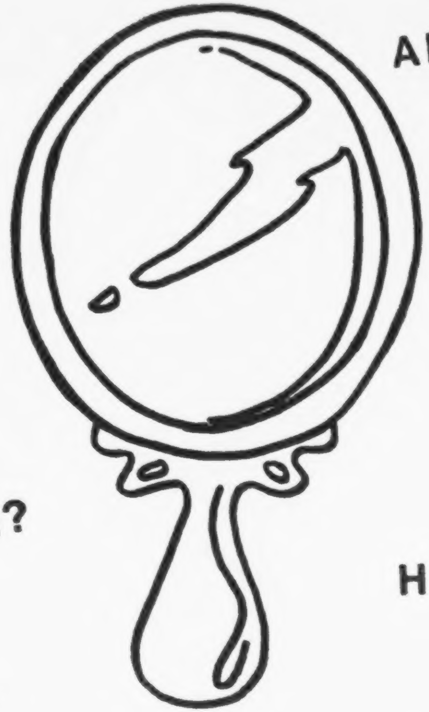
"ME SACK"

Directions:

Collect items that tell something about your personality--hobbies, interest, etc. Place the items in a paper bag or other kind of sack and bring to class.

Each student will introduce himself/herself using the items within his/her sack.

WHO ARE YOU?



RESPONSIBLE?

ENJOY SPORTS?

ENJOY BEING WITH FRIENDS?

A GOOD CITIZEN?

TALENTED?

ARE YOU FRIENDLY?

AN FHA MEMBER?

ORGANIZED?

INDEPENDENT?

HARD WORKING?

TRUTHFUL?

Appendix C

I AM PROUD TO BE ME

Directions:

1. The class will divide into groups of two. One person will tell the other what he likes about himself and why, in 1 minute. Then, for the same amount of time, the other person will take a turn. Do not use negative comments. Afterwards, tell each other how you feel. Remember, you should like yourself and be able to tell others about your strengths.

2. In a group, let everyone take a turn telling about a good deed done in the past week that he or she is proud of.

Appendix D

PERSONALITY CHARACTERISTICS CHECKLIST

Directions:

Put an "X" in the blank next to the description that best describes you.

CHARACTERISTIC	Most of the Time	Sometimes	Never
Trustworthy			
Thoughtful			
Cheerful			
Dependable			
Friendly			
Happy			
Helpful			
Honest			
Kind			
Loving			
Patient			
Responsible			
Tactful			
Sincere			
Brave			
Sarcastic			
Sincere			
Considerate			

Appendix E

IMPROVING MY PERSONALITY

Directions:

Read each question below. Write your answers in the spaces provided.

1. List two outstanding features about your personality.

   a. ____________________

   b. ____________________

2. List two things you want to improve about your personality.

   a. ____________________

   b. ____________________

3. Of the two things listed above, choose the one you feel needs the most work and write it here.

   ____

4. Write a paragraph explaining why you want to improve this feature of your personality.

5. List three things you can do to improve this feature of your personality.

   a. ____________________

   b. ____________________

   c. ____________________

Appendix F

PERSONALITY TRAITS

```
P E K N U V S O O F M W M O O X H V Y A K W P Z U H Q S
I W O L L E W A O X S U R V J Z V F X P R N J L P T Y S
E L T K M M U P I P M T W D V J U B Y H O N E S T Y L K
R G B B H U I G O P S Z N Z F F J S H J D C O R U W Y B
N I N J U I L I F F X U J I U Z L T O L L D Z L G E U T
M C M H S T G F U T F C C V B S Q X I E O O F R D L L B
T L A X I G F J N D O S M C V Y E F R M D Y J U W O M C
V S D T V S H O H G P S J V E R I O D P O W T N G Y G B
W Z X X W Z O P Y K E I L Y B E F C F G X I I G T A C T
F V D W E P I F A U S W N D F Y D S M V T O T F U L X G
E T C I I G D N I P J S W I T F W N O T O C N G T T N M
O F N N M O J H H W G J K I T F W M A H G I S C D Y R H
C O I F B Q N I J P H L L Y A I F I T L D B C N J H J D
K Y K C R H I N G S I A I R D U A L O R T I V E X S B E
S U C S U W O D V P U K F L L L A T T O T G S P J Y V Y
E Z M W Z D G K Z F M M R Z H E D Q I W O G C Z F C U K
N R Z T O P U D I F S U I C H C E S N V R F Y Z I L X D
S N Z Y Q I H N P A D T K S H C P L R N E P A Y X M T O
E A S E J N U F I I S J N F V E E Y K L U G C L F W X P
O P G L E P F S I L Y L D N P A N Y H E X X H D G Y C X
F P Y W R O U S I I R U L H J K D Y S S A G G D D M R O
H E R K C H I P I E B K I S N A A Y O K C E J I U U E G
U A G V T O U I N E A T N E S S B S E L F C O N T R O L
M R E N P O A H I W I B E O Z G I I C N U L U R H D P C
O A E Y C E N F R Z P T S Y U Q L N A V I H V S Z S K M
R N P Z O N S E I F P P S O V V I E G Z Q F A L E N N O
Y C A M P Y H S Y Z L C W K D E T C N C N A R Z Y R E S
Z E H F P N H D W O S A Y D D F Y G D T Q B N L O O D U
```

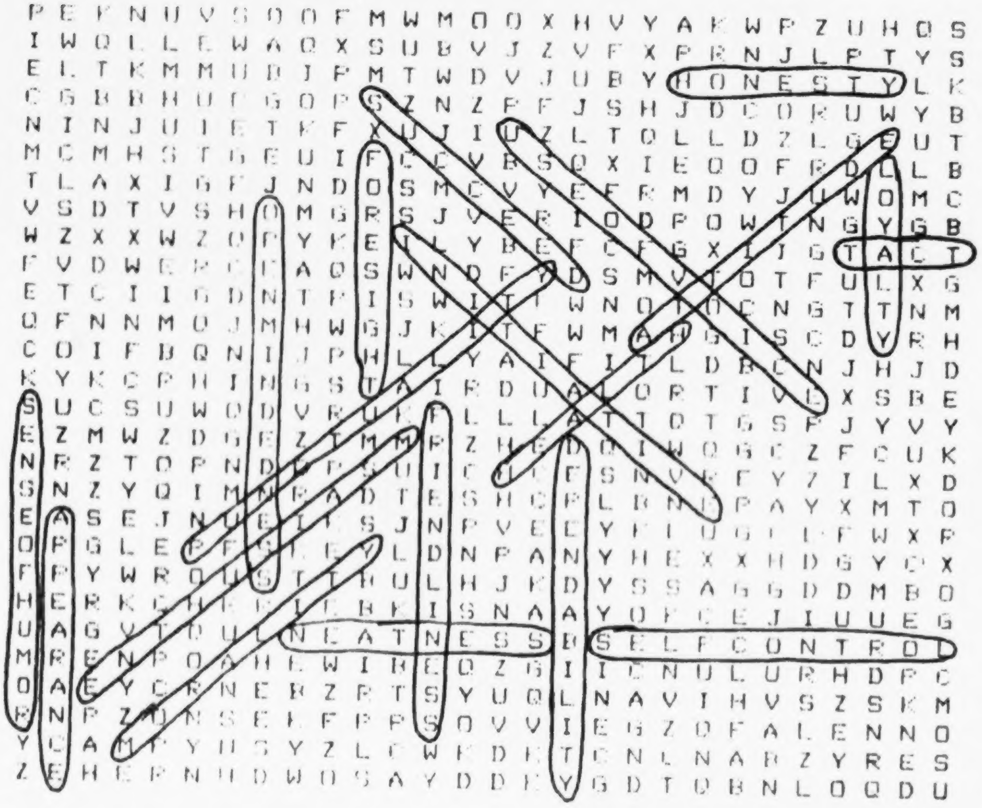
THERE ARE 19 WORDS HERE....CAN YOU FIND THEM?

HERE ARE THE WORDS TO LOOK FOR:

APPEARANCE
ATTITUDE
DEPENDABILITY
ENTHUSIASM
FORESIGHT
FRIENDLINESS
HEALTH
HONESTY
INITIATIVE
LOYALTY
MORALITY
NEATNESS
PUNCTUALITY
SELF CONTROL
OPEN MINDEDNESS
SENSE OF HUMOR
SUCCEED
TACT
USE OF VOICE

APPENDIX F
Answer Key

PERSONALITY TRAITS



```
P E K N U V S O O F M W M O O X H V Y A K W P Z U H O S
I W Q L L E W A Q X S U B V J Z V F X P R N J L P T Y S
E L T K M M U D J P M T W D V J U B Y H O N E S T Y L K
C G B B H U F G O P S Z N Z F F J S H J D C O R U W Y B
N I N J U I E T K F X U J I U Z L T O L L D Z L G E U T
M C M H S T G E U I F C C V B S Q X I E O O F R D L L B
T L A X I G F J N D O S M C V Y E F R M D Y J U W O M C
V S D T V S H O M G R S J V E R I O D P O W T N G Y G B
W Z X X W Z O P Y K E T L Y B E F C F G X I J G T A C T
F V D W E R C I A Q S W N D F Y D S M V T O T F U L X G
E T C I I G D N T P I S W I T T W N O T O C N G T T N M
Q F N N M O J M H W G J K I T F W M A H G I S C D Y R H
C O I F B Q N I J P H L L Y A I F I T L D B C N J H J D
K Y K C P H I N G S T A I R D U A L O R T I V L X S B E
S U C S U W O D V R U K F L L L A T T O T G S F J Y V Y
E Z M W Z D G E Z T M M P Z H E D O I W Q G C Z F C U K
N R Z T O P N D E P S U I C U I F S N V R F Y Z I L X D
S N Z Y Q I M N R A D T E S H C F L B N D P A Y X M T O
E A S E J N U E I T S J N P V E L Y F I U G I L F W X P
O P G L E P F S T E Y L D N P A N Y H E X X H D G Y O X
F P Y W R O U S T T R U L H J K D Y S S A G G D D M B O
H E R K C H E K L E B K I S N A A Y O F C E J I U U E G
U A G V T O U L N E A T N E S S B S E L F C O N T R O L
M R E N P O A H E W I B E O Z G I I C N U L U R H D P C
O A E Y C R N E R Z R T S Y U Q L N A V I H V S Z S K M
R N P Z O N S E I F P P S O V V I E G Z O F A L E N N O
Y C A M T Y U S Y Z L C W K D K T C N L N A R Z Y R E S
Z E H E R N H D W O S A Y D D K Y G D T O B N L O Q D U
```

Appendix G

"ON THE WAY UP"

Directions:

Unscramble each word in the left column to complete the corresponding sentences below.

CENSDEELAOC	1.	The period of growth from childhood to adulthood is ______________________.
AIHR BEEYRSOW	2.	Physical changes apparent are that the ____________ darkens and the ________________ thicken.
AITMEOONL	3.	Being very moody is typical of an ________________ change.
LCHPSYIA	4.	________________ changes are caused mainly by changes in body chemistry.
IOETMOSN	5.	Because your body is trying to adjust to these changes, your ________________ may go up and down like a roller coaster. One day you may feel lonely and want to be with friends. The next day you may want to be alone.
NORHMOES	6.	________________ are produced by the body. They cause you to grow and mature.
NKSI ARSIPEPRTOIN	7.	During adolescence, the ______________ seems to become more oily and ____________________ increases.
OISCAL	8.	Beginning to date is a ______________ change of adolescence.

Appendix C

ANSWER SHEET

1. adolescence
2. hair, eyebrows
3. emotional
4. physical
5. emotions
6. hormones
7. skin, perspiration
8. social

Appendix H

PEER TO PEER CASE STUDIES

Directions:

Read each case study below. Decide what you would do in each situation and record your answers.

- A popular friend is from a very well-off family and has all of the newest fashions in clothing. This friend, who shops very often and only at the exclusive stores, has invited you to go shopping. Your spending money is very limited and you don't have the same taste in clothing, but you do not want to tell this friend "No." What would you do in this situation?

- You have gone out with friends and are at a party. Your parents want you to be home by 11:00 P.M., but your friends have no curfew. It's 10:45 P.M. and everyone is having a good time, but you need a ride home. What can you do?

- A close friend who moved to a big city a few months ago comes back for a visit. This friend doesn't look or act like the same person you were so close to a few months back. Your friend is pressuring you to try some new drugs that you think may be harmful. What would you do in this situation?

- A few friends ask you to go riding around town tonight for a few hours. You accept the invitation only to find out that you have to pitch in a few dollars for the beer. You don't believe in drinking while driving and you don't want to get involved, but you've already accepted. What would you do?

- You invite a friend to come to a camp-out in your back yard. After a while, all is settled and your parents have gone in the house. This friend lights up a cigarette and wants everyone else to have one, too! You know your parents would not approve. What would you do in this situation?

Appendix I

DEVELOPING POSITIVE FAMILY RELATIONSHIPS

--COOPERATION

--COMMUNICATION

--TRUST

--RESPONSIBILITY

--CONSIDERATION/RESPECT

--LOYALTY

--CARING

Appendix J

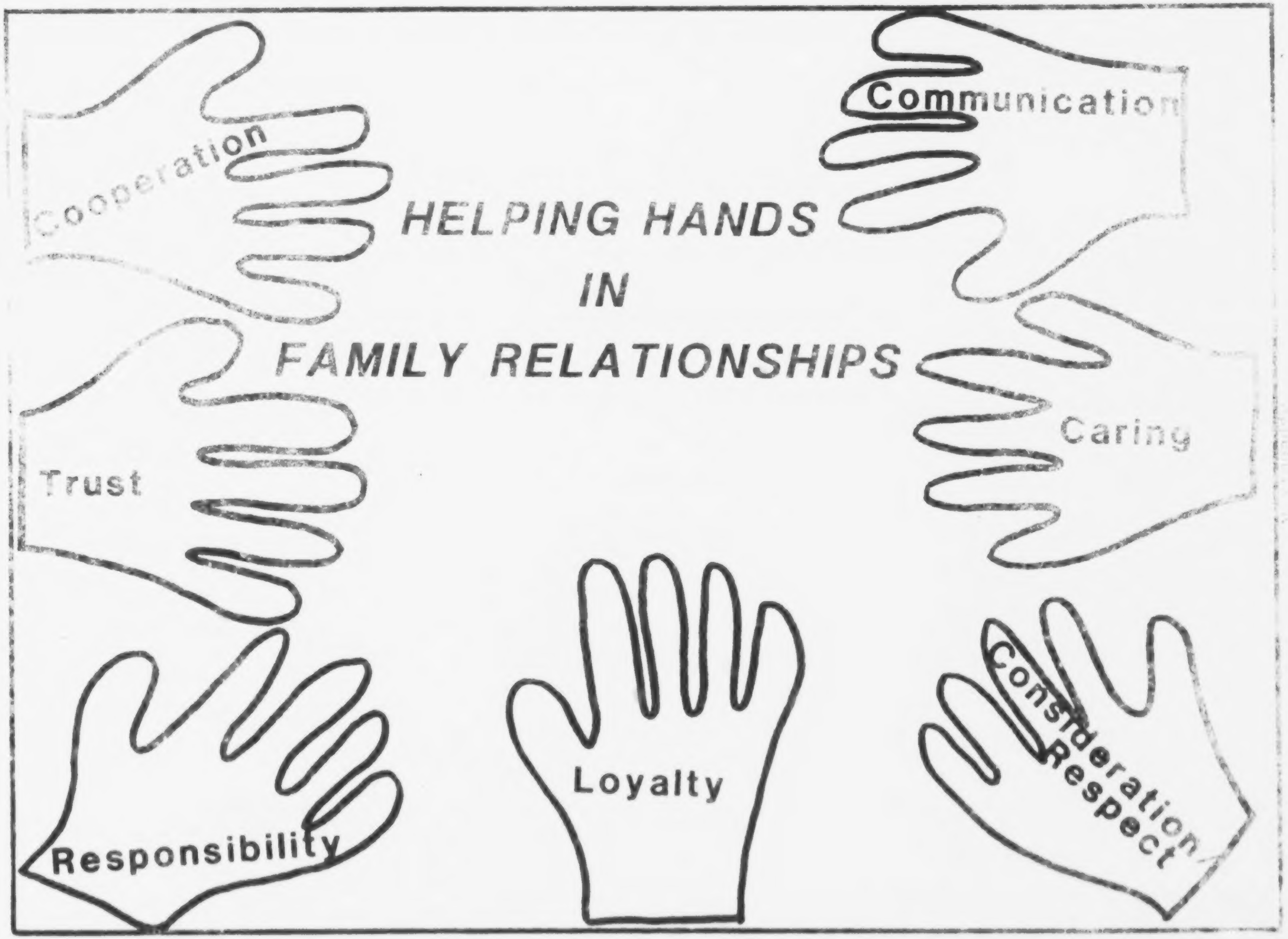
TOOLS FOR FAMILY RELATIONS

Directions:

Listed are seven factors that affect family relationships. Select one factor and write a paragraph explaining the influence of the factor on family relationships.

COOPERATION
COMMUNICATION
TRUST
RESPONSIBILITY
CONSIDERATION/RESPECT
LOYALTY
CARING

My choice: ______________________________



HELPING HANDS IN FAMILY RELATIONSHIPS

UNIT TEST

PERSONALITY DEVELOPMENT

PART I: TRUE-FALSE

Directions: Read each statement carefully. If the statement is true, write the word TRUE in the space. Write FALSE if the statement is incorrect.

_______ 1. Single-parent families have just one parent living with the children.

_______ 2. The talents and skills of family members are called resources.

_______ 3. There are no advantages in being an only child.

_______ 4. Some families skip stages in the family life cycle.

_______ 5. The youngest child in a family usually assumes more responsibility than the other children in the family do.

_______ 6. Age differences among children in a family become more important as children grow older.

_______ 7. Families are larger today than they were 30 years ago.

_______ 8. Communication skills include listening.

_______ 9. Communication is always verbal.

_______ 10. The roles of individuals within families change as the individuals move through stages in the family life cycle.

PART II: FILL IN THE BLANKS

Directions: Read each statement. Write the correct answer in the blank provided to the left of the statement.

1. ______________ shows people that they are loved.

2. ______________ builds everyone's self-confidence and sense of security.

3. ______________ promotes sharing in order to get things done.

4. ______________ builds understanding and feelings of being safe.

5. ______________ gives everyone a feeling of belonging and trust.

PART III: MULTIPLE CHOICE

Directions: Read the statement carefully. Select the correct answer and place the letter in the space provided to the left of the statement.

_____ 1. A family that includes a mother, father, and children living together is called:
- a. single-parent family.
- b. nuclear family.
- c. extended family.
- d. blended family.

_____ 2. A family that includes a grandparent living in the home is called:
- a. blended family.
- b. nuclear family.
- c. extended family.
- d. single-parent family.

_____ 3. In the family life cycle, the stage at which all the children have left home and parents begin to plan for retirement is called:
- a. empty nest stage.
- b. growing stage.
- c. young married stage.
- d. launching stage.

_____ 4. Which child in a family is most likely to develop leadership skills?
- a. an only child
- b. the youngest child
- c. a middle child
- d. the oldest child

_____ 5. Helps people to become more dependable and to keep their promises is known as:
- a. having responsibility.
- b. having cooperation.
- c. caring.
- d. good communication.

_____ 6. Showing people that they are loved is called:
- a. loyalty.
- b. trust.
- c. cooperation.
- d. caring.

_____ 7. Which child in a family is most likely to be dependent on other people?
- a. an only child
- b. a youngest child
- c. middle child
- d. an oldest child

_____ 8. Which is a basic physical need?
- a. acceptance
- b. security
- c. independence
- d. shelter

_____ 9. Being interested in the opposite sex is:
- a. social need.
- b. emotional need.
- c. physical need.
- d. none of the above.

_____ 10. Becoming upset over little things is:
- a. physical change.
- b. emotional change.
- c. social change.
- d. all of the above.

_____ 11. Which indicates social development?
- a. sitting up alone
- b. turning over
- c. smiling
- d. crawling

_____ 12. Which is most effective in helping children learn behavior guidelines?
- a. setting a good example
- b. threatening them
- c. saying no frequently
- d. punishing them by making them stay in a room alone

PART IV: LISTING

Directions: Read each statement carefully. Fill in the correct answer in the space provided.

A. List three physical changes of adolescence.

1.

2.

3.

B. List three emotional changes of adolescence.

1.

2.

3.

C. List two social changes of adolescence.

1.

2.

D. List three types of families.

1.

2.

3.

UNIT TEST - ANSWER KEY

PERSONALITY DEVELOPMENT

PART I: TRUE-FALSE

1. True
2. True
3. False
4. True
5. False
6. False
7. False
8. True
9. False
10. True

PART II: FILL IN THE BLANK

1. Caring
2. Trust
3. Cooperation
4. Communication
5. Loyalty

PART III: MULTIPLE CHOICE

1. B
2. C
3. A
4. D
5. A
6. D
7. B
8. D
9. A
10. B
11. C
12. A

PART IV: LISTING

A. (growth spurts, muscle development, hair darkens, nose and chin become more defined, eyebrows thicken, voice volume lowers, skin becomes more oily, perspire more)

B. (Dissatisfied with appearance, become upset over little things, lose temper easily, mood changes, desire independence)

C. (Interest in opposite sex increases, begin to date, increase in social activities)

D. (nuclear family, single-parent family, blended family, extended family)

APPENDIX

GUIDELINES FOR INSTRUCTION OF
SEX EDUCATION
IN LOUISIANA

BULLETIN NO. 1557

LOUISIANA STATE DEPARTMENT
OF EDUCATION
DECEMBER, 1979

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FOREWORD

Since 1970, we have operated under La. R.S. 17:281 which prohibited the teaching of a course entitled "Sex Education" in Louisiana schools. During the 1979 Legislative Session, a new sex education law, Act 480, was passed. Instruction in sex education within existing courses of study is permitted on a local option basis with parental permission required.

The sole responsibility for determining whether topics designated "sex education" shall be included in any part of the school curriculum rests with the local school boards. The State Department of Education will provide assistance to all local school systems interested in including sex education topics within the curriculum of their schools.

This informational guide was prepared to assist local school boards in understanding, interpreting, and complying with Act 480.

The Louisiana State Department of Education is pleased to make this guide available to the local school systems in Louisiana.

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the Ad Hoc Sex Education Committee for their contributions to the development of this guide.

Mike Glisson, Supervisor
Health and Physical Education

Joyce Moore, Supervisor
Health and Physical Education

Diana "Dee" Jones
Administrative Officer
ESEA Title IV

Don McGehee, Supervisor
Science Education

Lila Coenen, Supervisor
Home Economics

Edia Harris, Section Chief
School Nurse Program

IMPLICATIONS OF ACT 480*: SEX EDUCATION IN PUBLIC SCHOOLS

1. ACT 480 ALLOWS, BUT DOES NOT REQUIRE, ANY PUBLIC ELEMENTARY OR SECONDARY SCHOOL IN LOUISIANA TO OFFER INSTRUCTION IN SUBJECT MATTER DESIGNATED AS "SEX EDUCATION," PROVIDED SUCH INSTRUCTION AND SUBJECT MATTER IS INTEGRATED INTO EXISTING COURSES OF STUDY SUCH AS BIOLOGY, SCIENCE, PHYSICAL HYGIENE, OR PHYSICAL EDUCATION.

   Sex education is not limited to only those areas, but may also be included in courses such as home economics, sociology, psychology, or life sciences.

2. WHETHER OR NOT INSTRUCTION IS OFFERED AND AT WHAT GRADE LEVEL IT IS TO BE OFFERED, SHALL BE AT THE LOCAL OPTION OF EACH SCHOOL BOARD. HOWEVER, NO INSTRUCTION SHALL BE OFFERED IN GRADES K-6.

   Any subject matter classifed as "Sex Education" presently being taught in grades K-6 should be discontinued.

3. ANY CHILD MAY BE EXCUSED FROM RECEIVING INSTRUCTION IN "SEX EDUCATION" AT THE OPTION AND DISCRETION OF HIS PARENT OR GUARDIAN.

   It is up to the local school board to set up the proper procedures for administering this section.

4. ALL INSTRUCTION SHALL BE IDENTIFIED AND DESIGNATED "SEX EDUCATION."

   As an example - A "unit" in a particular course could be entitled "Sex Education - Venereal Diseases." You should not try to hide the subject matter that is being taught under the general topic "Sex Education."

---

*SEE APPENDIX A

5. "SEX EDUCATION" SHALL MEAN THE DISSEMINATION OF FACTUAL BIOLOGICAL OR PATHOLOGICAL INFORMATION THAT IS RELATED TO THE HUMAN REPRODUCTIVE SYSTEM AND MAY INCLUDE THE STUDY OF VENEREAL DISEASE, PREGNANCY, CHILDBIRTH, PUBERTY, MENSTRUATION, AND MENOPAUSE.

   This does not limit the information to those topics listed. You may also include other information, for example: birth control, prenatal and postnatal care, and statistics related to human sexuality.

6. "SEX EDUCATION" SHALL NOT INCLUDE RELIGIOUS BELIEFS, VALUES, CUSTOMS, PRACTICES IN HUMAN SEXUALITY NOR THE SUBJECTIVE MORAL AND ETHICAL JUDGEMENTS OF THE INSTRUCTOR OR OTHER PERSONS.

   This is the section that limits topics under Sex Education.

7. STUDENTS SHALL NOT BE TESTED, QUIZZED OR SURVEYED ABOUT THEIR PERSONAL OR FAMILY BELIEFS OR PRACTICES IN SEX, MORALITY, OR RELIGION, AND NO PROGRAM SHALL COUNSEL OR ADVOCATE ABORTION.

   Factual information on abortion may be taught, but you cannot advocate or counsel about it, or refer students to an abortion agency. If abortion is taught, all methods of abortions, including natural, should be included. If you teach just one method, it may be interpreted as "advocating" that kind of abortion.

8. QUALIFICATIONS AND SELECTION OF ALL TEACHERS IN "SEX EDUCATION" SHALL BE MADE BY THE LOCAL SCHOOL BOARD AND ALL MATERIALS USED IN INSTRUCTION IN "SEX EDUCATION" MUST BE APPROVED BY THE LOCAL SCHOOL BOARD AND BY A PARENTAL REVIEW COMMITTEE.

   This parental review committee should be set up by the local school board. See Section III on establishing a parental review committee.

9. FEDERAL FUNDING OR FEDERAL INVOLVEMENT IN PROGRAMS OFFERING "SEX EDUCATION IS PROHIBITED.

    This provision needs to be studied carefully. Faculty, staff, materials, and facilities provided through federal agencies should not be used.

10. IN THE EVENT OF ANY VIOLATION OF THE PROVISIONS OF THE ACT, THE LOCAL SCHOOL BOARD SHALL TAKE APPROPRIATE ACTION TO CORRECT THE VIOLATION AND PUNISH THE OFFENDING PARTY.

. . . .

Separation of classes by sex was amended out of Act 480, but final Health Education and Welfare Department regulations allow separate sessions for boys and girls at the secondary school level during times when the materials and discussion deal exclusively with human sexuality.

SELECTION OF TEACHERS

Each local school system shall develop guidelines and procedures for the selection of teachers of sex education to be taught as a multi-disciplinary subject appropriate and applicable in such areas as health, home economics, social science and pure science. Instruction should be handled by teachers certified in these respective areas.

In the selection of faculty members to teach the units identified as "Sex Education," the following may be considered:

- Professional preparation may include study in either the biological, physical, or behavioral sciences. These studies may include, for example, courses in human biology, anatomy, physiology, bacteriology, chemistry, psychology, sociology, cultural anthropology, family living, child development, human sexuality, and home economics.
- Proficiency in content and comfort in presenting the material.
- Ability to create a favorable emotional classroom atmosphere for class discussion.
- Ability to assume the role of an unbiased, neutral, and objective discussion leader.
- Possess good rapport with students and have the respect and trust of parents.
- Sensitive to the emotional, physical, and intellectual needs of the students.

Pre-service and staff development programs should be designed to improve a teacher's competencies in teaching strategies, utilization of available resources and materials, and command of subject matter and related areas.

Persons within the community who can offer invaluable assistance in staff development include medical and health professionals, social service personnel, and college faculty members.

Consultants from the State Department of Education can also offer assistance.

ESTABLISHING A PARENTAL REVIEW COMMITTEE

This committee should be set up by the local school board. A workable committee would consist of 10-12 members all of whom are parents having children, currently attending the district's schools.

The committee shall review and approve materials used in instruction in sex education and make recommendations to the school board. In addition to the required approval of materials, the local board of education may wish to authorize the parental review committee to act in an advisory capacity and (1) review state and local guidelines pursuant to Act 480 and make recommendations to the local board of education, (2) function as liaison between school and community, (3) assess local needs and reactions, and (4) foster understanding and acceptance of the program.

The review committee should work closely with the school board in the formation and implementation of this program. Their input and active support represent the key factors in making this a viable program.

ADMINISTRATIVE POLICY FOR DEVELOPING

and/or

COORDINATING PRESENT PROGRAM

The determination whether any sex education materials or topics will be offered at the local level is the responsibility of the school boards. The need for and interest in such a program should be reviewed with input from students, parents, teachers, administrators, and local civic and medical groups.

A. Suggested Guidelines for Program Approval

1. Review the Law and the implications with the school board and secure administrative and school board approval for coordination of the program.
2. Identify, review, and assess present instructional programs dealing with sex education topics.
3. Screen and review available resources and materials of instruction.
4. Organize content outlines, indicate grade and subject areas, and suggest student and teacher activities to be used in various units.
5. Identify local guidelines and establish parishwide goals and objectives.
6. With the school board approval, appoint a local Parental Review Committee.
7. Have Parental Review Committee approve all materials used in instruction and possibly review the proposed programs.
8. Present the proposed program to the local school board for approval.
9. Identify, and assign supervisors and teachers who will be involved in the program.
10. Determine needs for inservice education for school staffs.
11. Provide inservice workshops for the teachers involved in teaching sex education topics.
12. Notify parents of students who may be enrolled in classes offering sex education information of their rights to excuse their child from the class or unit of instruction.
13. Implement program by incorporating instruction into existing courses in the curriculum.
14. Arrange for periodic evaluation of this program as well as continued review of instructional materials by the Parental Review Committee.

B. Procedures for Parent Notification*

As stated in Act 480, "Any child may be excused from receiving instruction in Sex Education at the option and discretion of his parent or guardian."

The Law does not specify how this provision should be administered; therefore, it is up to the local board to set up procedures they deem appropriate. The form and content of the notice should be determined by the local board and used throughout the parish.

A notice in written form should be sent to all parents of students who may be scheduled in a class offering sex education information. This notice should be sent each school year to advise parents of their right to excuse their child from such instruction without penalty or loss of academic credit.

General notices may be published in local newspapers to inform the public of the intent of the school system to teach subjects designated as Sex Education. This should also inform parents of their right to request that their child be excused from those units. It is recommended that this type of parent notification be used in addition to a written notice sent to each parent, and not as the sole method of notification.

---

*SEE APPENDIX B - Notice to Parents

APPENDICES

APPENDIX A

SEX EDUCATION IN PUBLIC SCHOOLS

Act 480

AN ACT

To amend and reenact Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of Section 281 thereof, relative to prohibited courses of study, to provide for instruction in sex education in Louisiana public schools; to provide with respect to the intent of the legislature; to authorize local or parish school boards to determine whether or not instruction shall be offered and at what grade levels it shall be offered; to prohibit the offering of such instruction in kindergarten and in grades one through six; to provide that such instruction shall be offered within the confines of an existing course of study; to provide for the establishment of qualifications for and selection of teachers of sex education; to provide for the selection of instructional materials; to provide that parents may excuse their children from such instruction; to prohibit counseling or advocating abortion as part of such instruction; to prohibit the solicitation, acceptance, or use of federal monies to fund such instruction; to provide for corrections of violations of this Act; and otherwise to provide with respect thereto.

Be it enacted by the Legislature of Louisiana:

Section 1. Sub-Part D-1 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:281, is hereby amended and reenacted to read as follows:

SUB-PART D-1. PERMITTED COURSES OF STUDY

§281. Instruction in sex education

A. Any public elementary or secondary school in Louisiana may, but is not required to, offer instruction in subject matter designated as "sex education," provided such instruction and subject matter is integrated into an existing course of study such as biology, science, physical hygiene, or physical education. Whether or not instruction in such matter is offered and at what grade level it is to be offered shall be at the option of each public local or parish school board, provided that no such instruction shall be offered in kindergarten or in grades one through six. All instruction in "sex education" shall be identified and designated "sex education". It is the intent of the legislature that, for the purposes of this Section, "sex education" shall mean the dissemination of factual biological or pathological information that is related to the human reproduction system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopause. It is the intent of the legislature that, for the purposes of this Section, "sex education" shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of the instructor or other persons. Students shall not be tested, quizzed, or surveyed about their personal or family beliefs or practices in sex, morality, or religion.

B. Nothwithstanding[*] any other provisions of law, the qualifications for all teachers or instructors in "sex education" shall be established and the selection of all such teachers or instructors shall be made solely and exclusively by the public local or parish school board.

C. All books, films, and other materials to be used in instruction in "sex education" shall be submitted to and approved by the local or parish school board and by a parental review committee, whose membership shall be determined by such board.

D. Any child may be excused from receiving instruction in "sex education" at the option and discretion of his parent or guardian. The local or parish school board shall provide procedures for the administration of this Subsection.

E. In the event of any violation of the provisions of this Section, the public local or parish school board in charge of administering and supervising the school where said violation has occurred, after proper investigation and hearing, shall correct the violation and take appropriate action to punish the offending party or parties responsible for said violation.

F. No program offering sex education instruction shall in any way counsel or advocate abortion.

G. No program offering sex education instruction shall be funded in any manner with federal funds nor shall such funds be solicited or accepted. Federal involvement in programs offering sex education instruction is expressly prohibited.

Section 2. If any provision or item of this Act or the application thereof is held invalid, such invalidity shall not affect other provisions, items, or applications of this Act which can be given effect without the invalid provisions, items, or applications, and to this end the provisions of this Act are hereby declared severable.

Section 3. All laws or parts of laws in conflict herewith are hereby repealed.

Approved by the Governor: July 13, 1979.

Published in the Official Journal of the State: August 11, 1979.

A true copy:

PAUL J. HARDY
Secretary of State.

---

[*] As it appears in the enrolled bill.

APPENDIX B

NOTICE TO PARENTS

____
Student's Name   Date

____
Address

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 400 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. If you wish to exercise your right to excuse your child, please indicate below.

Sincerely

Superintendent of Schools
(Or Designated Representative)

______ My child does rot have my permission to attend those segments of existing courses designated as "sex education."

____
Parent or Guardian's Signature

NOTICE TO PARENTS

Student's Name ______________________ Date ______________

Address ____

The School Board has established a program of instruction in which topics designated as "Sex Education" by Act 480 will be taught. These topics will be taught within existing courses such as biology, science, health and physical education, and home economics. According to the Law, you have the right to excuse your child from participation without penalty or loss of academic credit. Please indicate your choice below.

Sincerely,

Superintendent of Schools
(Or Desiginated Representative)

______ My child has permission to attend those segments of existing courses designated as "sex education."

______ My child does not have my permission to attend those segments of existing courses designated as "sex education."

____
Parent or Guardian's Signature